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Biennial Report

of the

Department of Public Instruction

Helena, Montana

MONTANA

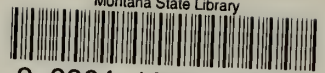
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BIENNIAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION
OF
MONTANA

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Helena, Montana

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HELENA, MONTANA

Helena, Montana
December 1, 1952

To His Excellency, John W. Bonner
Governor of Montana

In compliance with Section 75-1309, R. C. M., 1947, I herewith
submit the Biennial Report of the Department of Public Instruction,
for the period July 1, 1950 to June 30, 1952.

Respectfully yours,

MARY M. CONDON
State Superintendent
of Public Instruction

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Cover Picture: Associated Student Body Council of West Junior High School, Great Falls, Montana. (left to right) Janice Remsh, First Vice-President; Glen Whyte, Immediate Past President; Dolores Puzav, Secretary-Treasurer; Jim Bell, President.

FOREWORD

This Biennial Report employs a different approach from the one used in 1950. In the latter report, which was the first one issued by the State Superintendent of Public Instruction for a number of years, an attempt was made to enumerate and describe the functions and services of the State Department of Public Instruction. That report can be used as a reference volume of the State Department of Public Instruction and on the fundamental functions of state school administration for a good many years to come.

In this report we give the necessary financial and statistical data required by law and have added a number of chapters in an attempt to explain the philosophy underlying the educational processes in Montana schools. In recent years there have been many changes in the techniques and approaches used by teachers, in the curriculums offered in our various schools and in the administration and support of our schools. Many of these have not been understood by school patrons and have been the cause of considerable discussion and opposition to school programs in certain communities.

We have performed our duties in the Department of Public Instruction, ever keeping in mind that the entire educational process has been developed for the boys and girls of our state. This report gives you the philosophies which underlie this educational process, the techniques used by teachers, the organization of our schools by certain grade combinations, the reasons for broadened curriculums and the prime purposes for educating our boys and girls.

We have also added a chapter on our school lands because we feel that this is very important in the light of recent oil discoveries in Montana. It is important for parents as well as school administrators and other citizens to understand constitutional and statutory provisions concerning the administration of our school land grant.

We are living in a fast moving world and we are living in a world in which the education of every individual plays a highly important role. The system of education in the United States has proved its worth throughout the years by giving each individual an opportunity to develop according to his ability, ambition and talents. The success of this system of education is indicated by a standard of living which has never been reached before in the history of the world. It is also indicated by a continuing respect for individual rights and freedoms as the best safeguard of our democratic way of life.



Working on "Animal Unit"—Highland School, Billings



Primary Room—Great Falls

Pupils School Boards Administrators

People sometimes lose sight of the fact that our public schools exist for one purpose and for one purpose only. That purpose is the education of our youth. Schools were not organized in order to provide employment for teachers, school boards or janitors. They were organized primarily for the education of our youth, to the end that this greatest resource of our community, state and nation might develop its every potential and become useful, happy and law-abiding citizens of our great Republic.

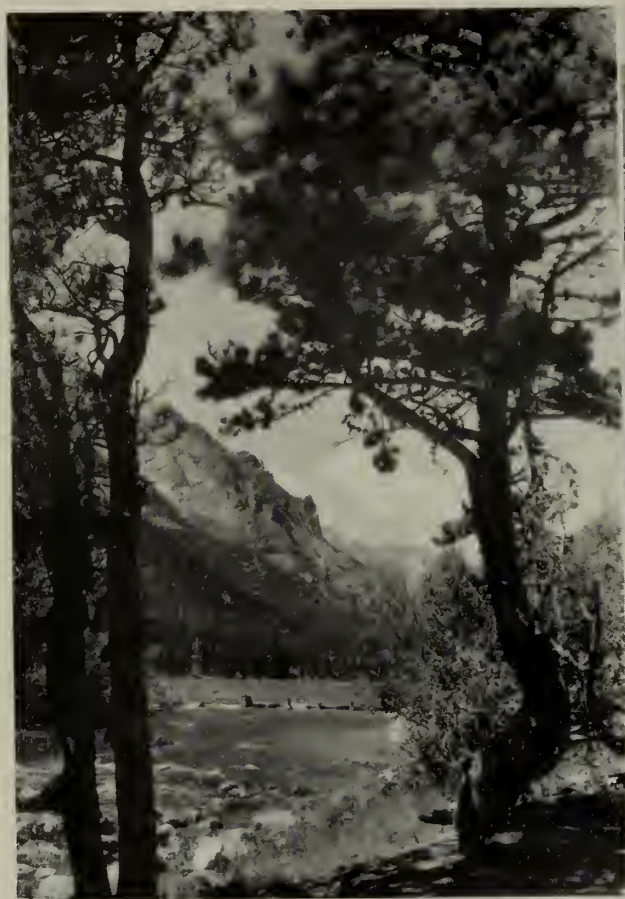
The formation of our public school system was an undertaking unique in the history of the world, an undertaking which has materially aided the greatest progress the world has ever known. It has helped to create a standard of living which was never reached before, and it has furthered the general recognition of man as a human being entitled to his own individuality, to all freedoms, and to develop as his ability, intelligence, ambition and energy allow him.

The Constitution of Montana, Article XI, Section 1, states that, "it shall be the duty of the legislative assembly of Montana to establish and maintain a general uniform and thorough system of public free common schools." This mandate continues in section 6, which states that "it shall be the duty of the legislative assembly to provide, by taxation or otherwise, sufficient means in connection with the amount received from the general school fund to maintain a public free common school in each organized district of the state"

From this we see that education is legally a State function; but the State, in line with the democratic principles and ideals of the founders of our nation, has rightly delegated most of this function to local bodies called school boards. The Legislative Assembly of Montana has provided legislation for the formation of school districts, for the election of school boards, and for the administration and operation of all school programs from the kindergarten through the junior college. This legislation adheres to constitutional provisions and as far as possible attempts to provide equal educational opportunity for all youth, wherever they may live.



Kindergarten Class—Boulder



Montana Pupils Have Varied Backgrounds

In section 7 of our State Constitution we find that "the public free schools of the state shall be open to all children and youths between the ages of six and twenty-one years." This limiting of those who may attend the public schools has caused communities desiring kindergarten and adult education classes to support them from their own local funds.



Fourth Grade at Work—Townsend

It has been found through experience and study that chronological age is an important factor in a child's readiness to enter school and in his ability to develop along with the other pupils once he has entered. Most school districts in Montana have passed rulings which stipulate that a child must be six years of age by October 15 of the year in which he first enters school. These rules were adopted for the protection of the child. In many school districts of Montana kindergartens have been established in order to prepare the child for entry into the first grade.

Our educational program has not been confined to elementary and secondary pupils. In many school districts it has been extended to include adult education classes. The legislature has provided that school districts may vote a levy up to one mill to provide funds for this type of education. Many communities have taken advantage of this levy and now operate adult classes. In this same field two high schools, Custer County High School and Dawson County High School now provide opportunity for junior college work.

Montana has a population of 591,024 people, according to the official census of 1950. Of this total 145,806 were in the public school age of six to twenty-one years, while 76,911 were under six years of age. However, many pupils in the 6 to 21 age group still do not attend public school. Some are handicapped, others attend college and other higher educational institutions, and still others (10,095 elementary and 2,036 high school), attend parochial and private schools. Still we find that, of the school-age group, during the past completed school year we had 80,529 enrolled in public elementary schools and 26,812 enrolled in public high schools.

Pupils Are Individuals

These boys and girls in Montana come from varied geographical sections,—some from the mountains and some from the prairies, some from country of lakes and rivers and others from places where lakes and rivers do not exist. Some come from farming and ranching communities, from mining communities, and some from isolated communities where a trip to town is a rare event. Some have never fished in their lives, while others see fish, deer, elk and bear daily. Some have family backgrounds in which conversational topics are voluminous and extensive; while others come from backgrounds where very little is discussed other than the ordinary daily chores and routine.

Of the thousands of children who enter our schools, none are alike. They are in all states of readiness, in all states of shyness and boldness, and in all states of mental ability. In the first grade some are ready to read and some are not. For this reason the curriculums in our schools should be designed so as to take each child as he is and to help him to progress from that point. The child who cannot tie his shoe laces, or the child who cannot put on his overshoes, poses a problem which becomes a challenge, and its solution a satisfaction. The teacher must be prepared to cope with the boy or girl who has a chip on his shoulder, the one who wants to be a bully and the one who uses language not appropriate for the school or the home. The teacher must be able to understand and to sympathize with the child who comes to school with a fear complex instilled by the change from home to school. Too frequently there is the child who comes to the first grade without ever having seen a picture or a book. Good schools and good teachers are always prepared for these children, and prepared to help them as individuals.

These children are future citizens. As such, they are entitled to everything we can give them. They will be our future doctors, lawyers, clergymen, businessmen, public officials, mechanics, farmers, carpenters, school teachers, home-makers, and all other workers that make up a community.

In 1950-51, the pupils in our public schools were divided into grades as shown:

Kindergarten	1408	Grade 4	9,923	Grade 9	7,955
Grade 1	11,534	Grade 5	9,472	Grade 10	6,997
Grade 2	11,356	Grade 6	9,043	Grade 11	6,273
Grade 3	10,752	Grade 7	8,794	Grade 12	5,168
		Grade 8	8,160		

Schools Close to People

Our schools are operated through school districts which are possibly closer to the people than any of our units of government. Citizens elect local school trustees who are authorized by law to provide for the education of the youth of the community. School boards are a most vital and integral part of our public school system; yet in many communities they become the most maligned organization. Many people never know how school board members are selected and what their responsibilities are because so few come out for school elections or to attend a school board meeting.



Mountain Brook School, Flathead County

Photo by Mel Ruder

In Montana, school board members are elected on the first Saturday in April in every district in the State. Candidates are elected on a nonpartisan ticket to represent all of the people of the entire district. They serve a limited term without pay. Among other things they are responsible for selecting the superintendent of schools and the teachers, for determining the school budget, and for planning proper school buildings and selecting their equipment. It is also their responsibility to approve textbooks and other material for instruction and to approve the subjects taught.

All people should have a great interest in the schools of the community and of the state and nation. School boards often have a difficult task because there are differences of opinion in each school district concerning what subjects should be taught, how they should be taught, the construction of new buildings and other related matters. These latter include the preparing of budgets, and the determining of levies necessary to provide funds for the construction of new buildings and for extra operational expenses.

In voting bonds for construction purposes at least 40% of the qualified voters must vote. In the absence of interest enough by voters to come to the polls this oftentimes leaves the bond issue defeated for lack of sufficient votes,—defeated by those who stayed away from the polls.

Many school boards have recently sought the cooperation of organized groups of citizens concerning the operation and maintenance of schools. These citizen committees have been very helpful in many communities in Montana in the solution of problems of mutual interest. They help to: (1) define objectives of education, (2) determine curricula, (3) make impartial evaluations, (4) chart policies and (5) discuss the adjustments of education to the needs of youth.

Today Montana has 1291 school boards with 4141 members. In most cases their job is unheralded and unrewarded, excepting for the satisfaction they themselves receive from doing their part for the education of Montana's youth.

School Administration

The district superintendent of schools is another individual who does not always receive as much credit as he should. He is the administrative officer of the board and the person who has the responsibility for keeping the schools operating effectively. Sometimes individual members of the community, for personal reasons or because of differences of opinion, make it so difficult for the superintendent that he resigns. At other times dissatisfaction within the board itself causes the resignation of the superintendent. Occasionally a resignation is warranted but in many instances it is a persecution of the individual without proper reasons. In some cases these difficulties arise because school boards and superintendents do not inform school patrons what they are trying to do and fail to seek the help of school patrons in the planning of the school program.

The district superintendent of schools is an individual who must understand children and their relationship to the total school program. He should be well versed in all the various activities and phases of school operation and maintenance. He should be equipped with a personality and character that will impart confidence to those with whom he works. He must be open-minded as well as broad-minded enough to see all sides of all questions. He should strive to listen to all complaints and to resolve them in an equitable manner. He is often the buffer between teacher and pupil, pupil and teacher, board and teacher, school patron and board members and between school patron and teachers. His is a job that takes a veritable Sampson, Job and Solomon combined in one. Truly, his is a job that takes understanding, integrity, intelligence, fortitude and the ability to resolve difficulties on a high level of patience and tact.

This section of our biennial report would not be complete without a discussion of the functions, duties and responsibilities of county superintendents of schools. The position of superintendent is provided for both by the constitution and by statute and its holder is charged with the general supervision of the schools of the county. There are other specific responsibilities assigned to county superintendents, among them being the duty (1) to carry out the instructions of the State Superintendent of Public Instruction; (2) to collect prescribed reports; (3) to supervise schools in the county; (4) to conduct teachers' institutes and trustees' meetings; (5) to supervise school libraries of the county; (6) to be a member of the textbook adoption committee of the county, the county transportation committee of the county, the county budget board, and the high school district commission; (7) to apportion school monies; (8) to examine all budgets; (9) to supervise the abandonment of school districts; (10) to collect census statistics; (11) to prepare annual reports; (12) to publish annual financial statements of school districts; and (13) to conduct hearings on all controversies arising in his county relative to administration of the school law which may be appealed to him from school officers or boards.

When the first county superintendent took office in the early days of our state his duties were much simpler than they are today. Then counties had very few rural schools and city schools

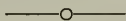
were also small and widely separated. As the state has grown so have the duties of county superintendents of schools, as may be noted from the above enumerated list. Added functions of the schools, including transportation, health, problems of budgeting, school lunch programs, and many others have created much office work. It has therefore become exceedingly difficult for superintendents to spend sufficient time on one of the more important phases of their work, namely the supervision of teaching methods and curriculums of schools in the county.

The fact noted above would not be so significant were it not for the fact that it is often difficult to secure additional qualified help in this particular county office. Either finances are too low or county commissioners are reluctant to provide additional help. This condition is not true in a few counties where, besides clerical help in the office, the county superintendent has been provided with supervisors or consultants who spend their entire time in the school rooms in the county.

For a number of years the turnover in the office of the county superintendent has been extremely high, principally due to the fact that the office has not had sufficient help and that the salary paid these officials is much lower than the same person could receive in the classroom. This is not only true for county superintendents but for other county officials as well. The County Superintendent's Association, together with the State Superintendent of Public Instruction and other interested groups and individuals, has been working during the past two legislative sessions in an endeavor to secure salaries for these officials commensurate with the responsibilities and duties involved, and to set up a schedule of office and supervisory help whereby counties will receive assistance in proportion to the work-load as determined by the number of schools and pupils involved.

The State Superintendent of Public Instruction feels that the office of county superintendent should be filled by a competent and qualified individual and that the Legislative Assembly and county commissioners should see to it that legislation is enacted which will guarantee adequate salaries and appropriate office help.

Schools, together with the church and the home, have always subscribed to the highest ideals and principles of moral and spiritual integrity and character. These principles are held up to students daily in the form of honesty, courage, loyalty, kindness, truthfulness, cooperativeness, respect for the personality of others and respect for the religion of others. These teachings underlie our great Republic and the public schools are charged with the tremendous task of assisting in this great program of education of our youth for living in our democratic country.



School Board, District 59

The only all-woman board in Flathead County. Reading from left to right: Mrs. Freeman Brist, Chairman; Mrs. Hazel Gamma, Clerk; Mrs. Marie Greeson, Mrs. Bessie Jackson.

District No. 59, Athens, is a sparsely populated district in the mountain area of Flathead County. It has two one-room schools in operation. Each school has the minimum \$2,500 foundation program. The valuation of the district is \$84,853.

The women in this district have gone all-out to have their schools meet accreditation standards. The board members have initiated community work days at various times. In this way they have cleared the school grounds with the help of the pupils and teachers, built fences, painted the schoolhouses, refinished the walls, purchased new maps and reference sets, installed electricity in each school and purchased playground equipment. They have raised the teachers' salaries. Every

dollar is spent only after detailed planning. They have accomplished this without special elections.

A former board member, Mrs. Lucy Cartwright, has contributed much to the progress which has taken place. She was a member of the first all-woman board under which the accreditation began. This district belongs to the Montana School Boards Association and has sent members to the annual meeting.



Practice Teaching, State University, Missoula

Teachers

Back in the depression years the teaching profession received a severe setback due to economic conditions, especially as reflected in low salaries, delinquent taxes, and a shortage of funds resulting in teachers having to take a large discount on salary warrants. At times this discount amounted to nearly fifty percent. This condition discouraged many teachers from returning to the classroom, and discouraged many people from training for teaching. Coupled with all these factors was the drought over the State, especially in Eastern Montana. Just as conditions were beginning to get better and good crops and better prices were bringing more funds for school use, came preparedness for war. From 1939 and on a great exodus began from the teaching profession to the factories, to other defense jobs and to the armed services.

It appeared that many people held teaching as a secondary proposition and a career to follow only if all other jobs were taken. Teachers by the thousands left their jobs and the state has never recovered from the loss. Even though the war was creating hundreds of thousands of factory jobs, which paid double and triple a teacher's earnings, salaries of teachers did not rise in any great amount. Why should a person remain in teaching for \$1600, when he could secure a factory or other defense job at four, five and six thousand dollars? It was not until the war was over and later in 1947, that salaries of teachers began to rise. Since that date salaries of teachers have climbed to an average of \$3,219, indicating that even yet, taking into consideration inflation, and the cost of securing even the necessary minimum training, salaries are low compared to those in other professions.

Immediately after the war, the number of students in our teacher training institutions did increase for a few years, due to some extent to the G. I. Bill. The great need for securing more young people to go into teaching is indicated in our own state where we find that there were fewer students completing preparation for teaching in 1952 than in 1951. In 1951, 365 students completed elementary preparation in our teacher training institutions as against 286 in 1952. In 1951, 355 students completed preparation for high school teaching as against 249 in 1952. With many of our best teachers leaving the state for better salaries on the west coast and in the east, and with a present need of 577 more qualified teachers, we can see that our teacher training institutions are not turning out enough qualified teachers to meet the need. The sad part of the situation is that most of these teachers with too little preparation are teaching in our one and two-room rural schools, posi-



High School Class—Big Sandy

tions where we should have the best qualified teachers. This situation also creates difficulties when we find unqualified teachers sometimes paid higher salaries than qualified teachers. Those who are professionally-minded teachers are constantly returning to school to improve their training and therefore should not be discriminated against in favor of persons without proper qualifications.

Emergency Certification

Montana is a large state and it will always be necessary to have many small rural schools. It is these small rural schools which have suffered the most from this teacher shortage, since most of the qualified teachers would rather teach in town and city schools where more comfortable living conditions and greater opportunity for social and cultural life is available. Due to the increased birth rates beginning in the middle forties the demand has been so great for more and more teachers in cities and towns, that it becomes harder and harder to secure qualified teachers for the rural jobs. Unfortunately, it became neces-



Practice Teachers at Work—W.M.C.E.

sary to provide emergency certification for many who fall short of the minimum requirements. This was done by setting up county committees, which, with the county superintendent, pass on the qualifications of these people. If they pass this hurdle then they are granted a limited emergency county certificate, when a qualified teacher cannot be secured. This is a bad situation because these small rural school should be staffed with as good, if not better, teachers than in the larger places. However, many of these county committee teachers stay with the work, go back to school each summer and eventually become fully qualified teachers.

The supply of high school teachers has caught up with the need except in certain fields. These are particularly in home economics, commercial science, girls' physical education, music and vocational work. Obviously, however, we need to continue training high school teachers in order to be ready to take care of the increasing number of elementary students by the time they reach high school.

Montana is not alone among the states in this matter of emergency or sub-standard certificates. We find that practically all states in the past year issued such certificates. Of the total certificates issued in one state, 34.5% were emergency or sub-standard certificates. Montana's percentage was 12.6% while that for Oregon was 14.6% and Idaho 13.8%.



Practice Teachers at Work—W.M.C.E.

In order to gain and maintain certification, teachers are required to continue with their training. This means they must spend many summers attending universities and colleges. Some have objected to the standards set up for certification as being too much a matter of credits and degrees.

However, a close examination of this indicates that it is the only objective way in which teachers can be placed in certain categories. It is not so much to store up vast amounts of knowledge and methods of teaching by attending college at intervals, but rather because such attendance gets teachers out of a rut and serves as an inspiration and a method of securing more confidence in what they are doing. There is nothing more pitiful or harmful than a teacher who has gone stale on the job.

Training and Certification

During 1951-52 Montana had 1704 high school teachers, 217 principals and superintendents, 2,600 elementary city and town teachers, 860 one-room teachers and 236 two-room teachers. Of the high school teachers, 1,253 had Bachelors degrees, 394 had Masters degrees, while three had Ph. D. degrees. Of these same teachers 555 held life certificates, 1,020 had regular secondary certificates, 81 held special certificates and 48 held emergency certificates. 180 of these high school teachers were teaching for the first time, 52 had not taught the previous year, while the average years of teaching experience was 10.9.



Practice Teachers, State University, Missoula

Of 355 secondary teachers graduated in 1951, only 180 stayed in Montana. The majority of others left for better paid positions in other states, or into better paying jobs other than teaching.

Of the 2,600 elementary city and town teachers, 1,527 held Normal diplomas, 886 held Bachelors degrees, 87 Masters degrees, 2 had Ph. D's, 37 had less than two years of training. Nine had under one year of training, while 52 had more than two years of training, but no degree. Of these same 2,600 teachers, 1,084 had life certificates, 1,029 elementary standard certificates, 269 secondary and special, 90 held elementary advanced certificates, while 128 held emergency certificates. Of these teachers, 187 were teaching for the first time; 187 had not taught the previous year, while the average years of teaching for this group was 12.7.

Montana has 860 one-room teachers and 236 two-room teachers making a total of 1,096. Of this number, 508 had diplomas from normal schools, 113 had Bachelors degrees, 2 had Masters degrees, 99 had more than two years but no degree, 217 had one or two years training, while 157 had less than one year training.



Student Teacher (left), Cerebral Palsy Center—E.M.C.E.

Of the total 1096 one and two-room teachers, 353 held elementary standard certificates, 204 life certificates, 14 elementary advanced, 320 emergency certificates and 205 county committee certificates. 127 of these teachers were teaching for the first time, 169 had not taught the previous year, while the average years in length of experience was 9.6.

Difficulties Encountered in Teaching

There are many difficulties encountered in the certification of teachers because nearly every application for certification is an individual one. Hundreds of applicants differ in the type and amount of professional preparation as compared to the positions they desire to hold. Many of our

young people have graduated from universities and colleges with no thought of teaching in mind. After graduation they find that their specialized field does not have any openings and they turn to teaching where a shortage usually exists. However, they have not trained for teaching and then find it difficult to understand why certification cannot be granted them. Teaching is a specialized field as is law, medicine or any other profession and similarly requires specific training in the same degree. Another group which creates problems for certification are those who taught school with little or no training some 20, 30 or even 40 years ago. It is hard for this group to understand that teaching methods have changed and that they must secure additional training before being granted certification. The same difficulty holds true with that group which has only high school graduation or a little beyond. Another group which creates a problem in certification are those who have graduated prepared to teach in secondary



Instructioning Practice Teachers—N.M.C.

schools and then wish to teach in elementary schools or vice versa. Certain types of secondary teaching requires more factual background and different teaching techniques than do elementary, while certain types of elementary teaching require highly specialized techniques.

For many years the teaching profession has tried to secure passage of legislation which would more adequately secure to them tenure in their jobs. At the present time Montana Law specifies that teachers secure tenure after the third year in the same school. Tenure then means that before such a teacher can be dismissed, he must be given the specific reasons for dismissal and must be given the opportunity for a hearing before the board. Such teachers also have the right of appeal from the school board's decision to the county superintendent and to the State Superintendent of Public Instruction. After these appeals, the case can be taken to court.

In teaching as in any other work, we find a certain number of individuals who do not belong in the profession either by training, experience or personal characteristics. It is natural, then, that some school boards at times should find it necessary to dismiss certain teachers. On the other hand we do find instances where personal dislike of a certain teacher by certain parents, school authorities or school board members causes an injustice in the firing of that teacher. It is regrettable that a more accurate screening process is not employed on candidates for the teaching profession before they are allowed to proceed with their training. Another solution to this problem would be for more careful checking on the qualifications of candidates by the local board before hiring the individuals.

As we stated before, the great shortages of teachers today are in positions in rural communities. The main reason for teacher shortages has been the low salaries paid as compared to the salaries in other professions. The second reason is the inhospitality in certain communities to a teacher as reflected in the school facilities provided in which to work and in the lack of accommodations both for the teacher and for the pupils. Many teachers in some rural schools have found it necessary, besides teaching during the regular hours, to chop and haul in wood for the school stove, to haul water to be used and to put up with many inconveniences which the average person would not do. Schools which have gone ahead and provided proper living quarters for teachers, proper classroom facilities and materials for instruction as well as adequate heating, lighting, ventilation, etc., do not find it so difficult to secure qualified teachers. Many rural communities composed of several families have only themselves to blame for their inability to secure qualified teachers. This is because some small communities divide into factions and make life for each other and for the teacher unbearable.



Campus Laboratory School—E.M.C.E.

On the other hand, a teacher leaves himself wide open for criticism in many communities if he fails to realize that he is hired by the people to educate the children of the community, and refuses to accept the standards of the persons whom he serves. Teachers must never forget that the schools are operated for the children and not for the benefit of the teachers.

Due to the great increase in birth rates and the migration of many families to larger centers, some city schools have had a problem in the teacher-pupil load. The pupil-teacher ratio for one-room schools is slightly under 10 while that for the two-room schools is slightly under 20. The load for town and city elementary schools is 26 plus. This is not high as an average, but when we consider that the influx of pupils into the lower grades in some of our city and town schools is so rapid that construction could not be provided in time, we find that some of these individual classrooms have as high as 40 to 45 pupils. However, this situation is being remedied as quickly as communities can bond and construct new buildings.



Astronomy Class—Montana State College

Salaries

Since 1930 average teachers' salaries have been as follows: (excluding superintendents)

1931-32	\$1,180	1945-46	\$1,791
1934-35	972	1946-47	1,961
1940-41	1,192	1947-48	2,582
1941-42	1,224	1948-49	2,722
1942-43	1,321	1949-50	2,873
1943-44	1,472	1950-51	2,938
1944-45	1,619	1951-52	3,219

A breakdown of these average salaries indicates that in 1951-52 all teaching personnel received an average salary of \$3,219.00. Including superintendents the average was \$3,287.00 Individual averages for specific groups were:



Student Teachers—E.M.C.E.

Superintendents	\$5,046.00
High School Teachers	3,667.00
Elementary City Teachers	3,349.00
Elementary Rural Teachers	2,372.00
(frequently plus teacherage)	

In January of 1951, the cost-of-living index reached 190.2. This means that at that time it took \$1.90 to buy what \$1.00 would buy in the pre-war period, 1935-39. Dividing the average teacher's salary of \$3,219 by 1.902, we get a

salary according to the value of the pre-war dollar of \$1,692. We must also remember that before 1939, teachers were not paying federal income taxes and this would leave the average salary in pre-war dollars even lower.

A further breakdown in salaries of superintendents shows that the average for first class district superintendents was \$7,017.00, second class \$5,454.00, third class \$4,495.00 and county high school principals \$5,697.00.

In 1951-52, the average estimated salary for all instructional staff in the United States was \$3,290. This average ranged by states from \$1,600 in Mississippi to \$4,600 in New York, with



Practice Teacher at Work—M.S.U.

Montana at \$3,219 or 21st from the top. In other words, 20 states paid higher average salaries than Montana. On the other hand this \$3,219 average teachers' salary in Montana compared with an average \$3,390 for all employed people in the United States. Teachers and Superintendents must spend from a minimum of two to four years in college at a conservative cost of \$3,000 to \$6,000 before they can expect positions. The need for more uniformity on the part of school boards in the payment of salaries is indicated when we find that among the 56 counties in Montana, high school teachers' average salaries varied from \$2,985 to \$4,158. Those for elementary, including rural, range from \$2,148 to \$3,835 and those for all personnel including superintendents, varied from \$2,388 in one county to \$4,004 in the highest paid county.

All places in Montana and all school districts, whether rural or urban, are not as inviting to teachers as others. Therefore, it is felt that teachers with the same experience and the same training, doing the same kind of work should be paid equivalent salaries. The only basis of a start for this uniform payment is found in the salary schedule worked out by the Montana Education Association in 1946 and amended in later years. Some of our school districts have accepted this salary schedule, which is based on training and experience, and pay either this minimum scale or greater. It is found that in school districts where living accommodations are good, where the morale of the teaching staff is high, where the cooperation of the local people is good, and where salaries are reasonable, that teachers remain longer on the job.

Qualified Teachers Needed

The State Department of Public Instruction is anxious to have every teacher fully qualified. It is hoped that by 1956 every new beginning teacher will have at least four years of work. At the present time an elementary teacher can secure a regular certificate after earning a diploma from a teacher training institution and a high school teacher must have a Bachelor Degree with certain specified majors and minors and courses in education. An Administrator's and Supervisors's Certificate has been worked out and will be compulsory in 1954. Under this certificate, an administrator, superintendent, principal or supervisor will have to have a Masters Degree and credits in specified fields of educational work.

We hope that more parents will encourage their children to enter teaching, and that many more organizations will make it a practice, as some do now, to give scholarships to boys and girls entering the teaching profession. For without well trained, wholesome-minded and energetic teachers, our educational system, no matter how fine the textbooks and buildings, will deteriorate. And with the breakdown of our educational sys-



Student Lounge—W.M.C.E.

tem will come the failure of our democratic system and the collapse of the American way of life.

Just as people in general are of all kinds, all characters and all types, so we find teachers. Some are hard, cold and factual; some are sympathetic, understanding teachers whom pupils love; while still others are too sympathetic and too easy going. Teachers on the whole in Montana are well-qualified and do a good job. Most of them are in the profession because they are dedicated to this work with children.

A good teacher is not a good teacher only during school hours but one who spends countless hours later in the hard work of preparing lessons and in analyzing and studying the problems arising from the day's work. A teacher's problems are eased when he has intelligent and cooperative patrons with whom to work.



Teacherage at Olney

We have learned through experience that teachers must be educated before they can educate. A teacher must not only know his subject matter but he must know the techniques of communicating this to the pupils. He must understand young people. He also knows that education is not confined to the four walls of the classroom, but extends to churches, homes, factories, offices, farms, business houses, and to the parents of all the students concerned.

A teacher today must be a reasonable psychologist, a sociologist, a professional person well trained in what he is to teach, alert to improvements in his field and a guide to young people in their search for knowledge. Children must know the basic skills, but they must also be inspired with the desire to learn and how to satisfy that desire.



Practice Teaching—
Northern Montana
College



Elementary Library—Boulder

The Curriculum

Knowledge is power,—for good or evil depending upon the use to which it is put. When used by itself without regard to the safeguards which are instilled through character training and moral development it becomes a strong force for evil and lawbreaking. Pupil knowledge developed in an atmosphere of good citizenship, with emphasis on character building and moral training, is the best safeguard for our American way of life, security and happiness.

The public schools of Montana try to develop in youngsters an understanding of four essential objectives: Namely, self-realization, wholesome human relations, moral and civic responsibility, and economic efficiency.

With these objectives in mind, with a competent teacher in each classroom, with proper buildings and facilities and with a wholesome spirit of cooperation between the community and the school, pupils have a splendid opportunity to develop into citizens we will be proud of in this democracy of ours.

The good school is made up of several component parts, each of which must be integrated with the other in order that desired objectives may be gained. These component parts are the pupils, the teachers, the curriculum, the buildings and facilities, and the various administrative units. Each has an important part to play in the education of a child.

We know that there have been times and places where a teacher and pupil have gained excellent results without modern buildings and facilities and with a broadened curriculum. However, desirable results under such conditions are rare and there is little guarantee of success when these adverse circumstances prevail. We know also, and experience has proven this to be true, that these same pupils and teachers, with up-to-date modern school plant facilities and with a curriculum designed to fit the needs of the pupil and the community, have done a much better job.



Homemaking Class—Corvallis

A case in point is the man who purchases for himself a saw, square, plane, chisels, and drills. He then buys a book which tell him the use of all of these implements and how to apply them. When the man picks up the saw to saw a board he will be just as inefficient in his use of the saw as if he had never seen it before. However, after he has worked with these tools for a year and

gained the experience and adaptability which comes only with use of the information he gained from the book, only then will he become efficient at carpentry. So too, with reading, writing and arithmetic. These are the tools of learning and a child becomes efficient in their use only when he has experiences with them. Some children have learned the multiplication tables by heart from a book, but cannot determine the number of square feet in a table top. Spelling used to be a game rather than what it is today,—learning to spell and use correctly everyday words. Some pupils become adept at spelling and can spell every word from acetabulum to zloty, and yet will compose letters using everyday words which they cannot spell. Other pupils can stand up and read from the printed page without error and yet not tell you what they have read. It is the same way with them as with the carpenter. Knowledge and ability come with the use of these tools of learning. When a child can say, after solving a problem or reading a page, "Oh, now I see", then understanding has come and knowledge has meaning.

It is because of the above philosophy that we today say that the fundamentals are taught much better than they were 30 and 40 years ago. Then they were taught for knowledge of them, now they are taught for knowledge and use of them. Then spelling was an isolated subject of 15 to 20 minutes full of catchy words, while now spelling is a part of every subject that deals with the written and spoken language. Reading, writing and arithmetic used to be considered by people as an end in themselves, while now we realize they are tools of learning and only good for us to the extent to which we can put them to use. The reading rate and comprehension of servicemen between World Wars I and II rose four grade levels. Tests in spelling and language given in one of our large city systems showed pupils in every grade to be 1 to 2 grades above those taking the same test in 1919.



Shop Class—Butte High School

Curriculums have been broadened from the three R's in order that pupils may fit themselves for living in a modern world, for it is only as the knowledge we gain makes for happier and more useful living that it is useful to mankind.

Teaching Methods

Many people are of the opinion that the answer to all reading problems is phonics and that phonics is now a thing of the past. Phonics is a method of approach used in reading

which starts with letters, then continues by combining letters into words and finally using the words in sentences. This approach has been found by good teachers to focus too much of the pupils attention on single letters and on the mechanics of word formation. It has been found to hinder rather than to help the child to become a rapid and meaningful reader. The approach is the same as that of certain automobile drivers who focus exclusively on the gas pedal or the shift lever, or the wheel in driving a car as against an efficient driver for whom these actions are secondary with the safe driving of the car being the prime objective. A good teacher today finds the correct balance between phonics and the mechanics of proper reading methods. The approach to meanings of words and



Library Assistants—Billings Jr. H. S.

sentences is through a method of functional phonics rather than one stressing only the separate aspects.

It has been found that children vary widely in their readiness to read. Learning to read is not merely a matter of exposing the child to words and a book or the alphabet. Those who are closer to six years or a few months beyond six years are apt to be more ready than five-year olds. Readiness to read depends somewhat upon the attitude of the parents to the child and toward reading. The child who has been exposed to picture books and stories in the home ordinarily has an earlier reading readiness than the one who has not yet developed physically in vision, hearing and other motor skills. Some pupils are early starters and others are late starters in learning to read and parents must not feel disappointed if children do not become fluent readers until the second and third grades, or sometimes even beyond that point. The good teacher does not force her reading procedures upon the student until he is mentally and physically ready to use them.



Veterans-On-Farm Trainees—N.M.C.

Social and emotional development and the degree of happiness in the home have much to do with a child's readiness to read. It is also true that the breadth of experience and the interests

which the child has had, and which the teacher can instill into him, may greatly influence his readiness to read. These interests and experiences are gained through the media of trips, pictures, games, toys, pets, aquariums, slides, film strips, painting, drawing, working with simple kitchen and household tools, and through stories and songs.

When the teacher finds that a certain pupil has learned a certain number of words, and that his experiences and interests are sufficiently large, she then introduces him to a pre-primer and the child begins for the first time to recognize the reading from the printed page of a book. It is not that phonics has been thrown out, but rather that phonics has really been understood and the procedures in class work have been changed accordingly.

The teaching of history in former years to a great extent placed emphasis on dates, places and battles which were soon forgotten, leaving little else to be remembered. Of the thousands of these that you learned as a child how many can you now remember? History today is a matter of eras, and a matter of social and economic changes and their causes and effects. It is a study of geography and natural resources, the migration of peoples and their effect upon our way of life, upon families, cities, towns, states and nations. It is a matter of understanding today in the light of what happened yesterday. To many people in the past, learning meant storing as many facts as possible in one's brain. It is as if a farmer were to harvest his wheat every year and store it away without any benefit to himself, just to look at. It is with knowledge as it is with the wheat. Its value lies in how much use it can be put to for the benefit of oneself and those around him. The truly educated person knows where and how to find additional information needed in a short time.

Size of Schools

Montana is a large and sparsely populated state, with inadequate roads in the interior and with certain natural barriers such as mountains, rivers and canyons. Because of this fact Montana has a large number of 1 and 2-room schools. It appears that we will continue to have a large number of these schools. The average 1-room school in Montana enrolls just under 10 pupils per teacher, while the average 2-room school has around 19 pupils per teacher. A 1-room school



Post Office "Unit"—Bonner

teacher having one or two pupils in each grade has a much different and more complicated educational program than the teacher in the city school with one room and, usually, not more than 30 pupils, all in the same grade. There are advantages as well as handicaps to pupils attending these small schools. There is the possibility that, with good management on the part of the



Clean-up Day, Appar School—Flathead County

teacher, there will be more individual training in certain cases. Against this is the objection that such a school may have just one first grade pupil without any other pupils to stimulate interest, resulting at times in lack of progress and in the formation of abnormal social and personality characteristics. With better training for these teachers, with better equipment and school buildings, we find that many of these one and two-room rural schools are doing an excellent piece of work. They have expanded the three R's and added citizenship training; they have facilities for the showing of films; they have radios and phono-

graphs. They have provided for simple types of orchestration and other music activities. They are surrounded more by nature than the city school and have the opportunity to develop a more practical philosophy of conservation. Many of our former one-room rural log school houses have been replaced by modern up-to-date buildings, including a community room, a full basement for play and other activities, inside toilet facilities and kitchen services. Along with the above improvements in our rural school has been the experience of certain counties where supervision in certain special fields such as music, industrial arts, home economics, and reading have been provided for by the county superintendent's office or by the city superintendent's office. These rural one and two-room schools today house some 10,000 pupils.

Besides the one and two-room schools in our rural areas, Montana has 196 city and town elementary schools. In some elementary schools situated in our smaller communities, we find little difference between their operation and the operation of the one and two-room rural schools. Possibly more teachers are employed, but due to the small number of pupils, grades still have to be doubled up and one teacher finds herself with two or more grades to teach. In the larger systems, we sometimes have one teacher to each grade. At other times we may have several teachers teaching different groups of the same grade. In these larger city systems the elementary schools seem to fare better in regard to equipment and facilities and in regard to the number of texts and reference books and other classroom aids available for use. We find also that where there is a high school involved in the school district, elementary pupils are given more supervision in special fields of work including music, art, health and physical education and vocational education.



First Grade Rhythm Band—Choteau

Urban elementary school systems have developed several patterns for organization of the upper grades, at times including the 9th grade of high school. Some schools have gone on a de-

partmentalized basis, where pupils of the same grades have combined home room activities, but have different teachers for different subject fields. Other schools have adopted what is called the junior high school system, whereby the 7th, 8th, and 9th grades combine as a separate grade group organization, and where either the homeroom idea may be manifest or where the pupils merely pass from room to room for various subjects as in the senior high school. At the present time Montana has only 9 accredited junior high schools in the State. Several others are organized in this fashion, but are not accredited as such. There are differences of opinion as to which particular type of development—the traditional 8 grade home-room system, the departmentalized 7th and 8th grade system, or the 7th, 8th and 9th junior high school system,—is the best. Another organization advanced by some would call for a 6-6 grade division. Depending upon the type of supervision, the quality of the teachers involved, and the curriculum established, any one of the four can work well. Proponents of the junior high school system claim that this type of organization breaches the gap more thoroughly between the elementary and the senior high school, so that when pupils enter the senior high school they more readily adjust to high school organization and methods.



Drivers' Training Class—Big Sandy

High schools in Montana vary almost as drastically as do the elementary schools. We find that out of the 175 high schools in Montana, 62 of them have an enrollment of less than 50 pupils. Only 14 have enrollments of more than 300 pupils. We can therefore see that Montana is really a state of small elementary schools and small high schools. The small high school is handicapped in the same way as the small elementary school in that, due to the cost of hiring



Knitting Club, Jr. Red Cross—Great Falls

additional teachers and the need for additional rooms and additional equipment, it is unable to provide the degree of curriculum diversity which larger high schools can maintain. These smaller high schools are usually limited to a curriculum comprising science, history, mathematics and English courses, with possibly a few being able to afford one or two vocational courses. It can be honestly argued, however, that the smaller school provides opportunity for more individual attention for each student. This is countered somewhat by the fact that the teacher has more classes to teach. Larger high schools have a continually broadening program which may include many of the

following: vocational agriculture, industrial arts, home economics, aeronautics, auto mechanics, guidance, conservation, health, physical education, typing, shorthand, bookkeeping, business methods of various kinds, special courses for exceptional children, and lunch rooms. All these special offerings help to educate the child for usefulness in later life.

Curriculums are determined by local school boards and are usually changed or broadened according to the demands of communities. State law provides that all public schools shall be taught in the English language and that instruction shall be given in reading, penmanship, written arithmetic, mental arithmetic, orthography, geography, English grammar, physiology and hygiene, with



Planting Ponderosa Pine—Coram School

—Photo by Ruder

special reference to the effect of alcoholic stimulants and narcotics on the human system, civics (state and federal) United States history, history of Montana, music, art, elementary agriculture, including co-operative economics. Other laws and State Board of Education rulings provide for instruction in fire dangers and prevention thereof, conservation, four years of English courses in high schools, and two years of American history and civics.

tributed through its Film Library; and many schools, either alone or in conjunction with local health agencies, provide health examinations and nurse services.

Personal Services

Your schools today provide a multitude of personal services. A good school will offer these services from the time the child enters the first grade when attention must be given to defects in hearing, eyesight, teeth, mental ability, and general health. Montana has provided sight-saving books for the partially blind which are dis-

It is not only through the formal activities of school and the classroom that the student is helped. Many pupils find their personal difficulties overcome and the greatest progress made in what are commonly called extra-curricular activities. Such progress occurs through various club and committee activities where individual pupils participate and where shyness can be overcome and certain undesirable personal traits rectified. Such development also takes place through student government activities and discussions in which pupils learn to speak without embarrassment. The same development likewise comes from experiences in physical education, shop, home-making, art, music and athletics. Through these channels pupils discover what they can do best. Aptitudes are discovered and pupils are enabled to turn their best skills into those activities where they fit. Riding on the school bus is also an activity which provides pupils with training in getting along with their fellows under certain conditions.



Metal Work Class—Forsyth

Similar values come from participating in school lunches, working in the library and through other extra-curricular school activities. Personal counselling is growing in most of our schools. This is a service to individuals and focuses attention on the development of personal abilities and the overcoming of personal handicaps.

The inability to get along with one's fellow men has been a serious problem throughout the history of the world. This problem has existed from century to century because we come in daily contact with those around us. Because of the way in which it operates, the public school system is a great institution for bringing all classes, races and creeds together, and for fostering and encouraging young people to live side by side in peace and cooperation.

The influence of the school on the kind of person one will eventually be is great. What pupils learn in school and what they do there will determine to a large extent their character, personality and standards of good citizenship. Most of these qualities are moral and spiritual and their proper development has always been an objective of the school. All the knowledge in the world without good character training may produce persons who will do harm rather than good to the community and the country.

Teaching Subject Matter

The good school has a planned program including learning experiences in history, geography, economics, sociology, government, citizenship and problems of democracy. Phases of American history and government are required in all grades. These begin on the level of the child and his ability to comprehend in the earliest grades. Besides regular classwork, these studies now include trips and excursions to the railroad station, the airport, city offices, the fire department, the dairy, and similar places. They start with the world around the pupil, the world which the pupil can understand. This study gradually extends from his



Class in Training School—E.M.C.E.



Automechanics Class—Billings High School

own community to the county and state and then to the nation and the world. The history and geography of our state and nation is a part of this program and differs from the old in that it becomes more meaningful since it is adapted to the pupil's understanding, rather than becoming entirely a matter of dates and places and books. In these activities pupils now practice democracy in their own school government. They study problems of the community, state and nation. They consult libraries and other sources for information. They visit the city water system and gather information relative to water purification and storage facilities. They find this information becoming meaningful to them, hence newspaper articles concerning their own state

and community become intelligible. Past history is studied in the light of world problems, and world problems are presented not only through the media of the textbook but through world affairs magazines, films, radio and student discussions.

The same development has occurred in the study of English and literature. Where formerly we might have spent weeks in learning such lines as "To be or not to be", without any meaning

to most of the pupils, today pupils study the best in literature of the past and present, they learn to express themselves by speaking and by the written word, to listen intelligently, to use good grammar and to conduct a group meeting.

The teaching of controversial issues has been discussed at length by school trustees, teachers, school patrons and others. It has caused breakdowns in school public relations and has been the cause of resignations and bitter fights. For these reasons some school boards have forbidden the discussion of any controversial issues and others have handled them with trepidation and fear. In most cases it is not so much the controversial subject as it is the manner in which it is handled. Most educators and others feel that the discussion of controversial issues has a place in the public schools. Teachers handling these subjects should be qualified to do so. The principle premise is to have pupils see all sides of a question, and help them to know how to approach and study them. Persons who understand the principles of Democracy are not afraid to compare it with



Class in First Aid—Great Falls

other systems. All people in later life must be able to discuss these issues intelligently.

The same thing holds true concerning textbooks and materials used in our schools. Accusations by uninformed and ill-advised persons condemn textbooks they have never read. The simplest solution is to step into the nearest school, read the textbook in its entire context and then discuss it with school authorities. Much of the criticism of existing school practices arises from a lack of knowledge as to just what those practices are.

Study Guides for Eighth Graders.

In former years all eighth graders, excepting those in some of our larger schools, were compelled to take eighth grade examinations. These examinations were given at the same time in all of the primary subject fields normally taught in the elementary schools such as spelling, arithmetic, history, geography, civics. In 1951 the Legislative Assembly amended this law and provided that the State Board of Education, through the State Superintendent of Public Instruction, should determine the eligibility of these eighth graders to enter high school on the recommendation of the teacher through a method of eighth grade guides to be used during the school year. These eighth grade guides are provided by the State Department of Public Instruction for every public school eighth grader in the State. They do not lessen the emphasis on subject matter but add other learnings essential to good scholarship and citizenship.

The "Study Guide for Eighth Graders" has been found to be invaluable to these pupils in re-evaluating and re-examining the work of the previous seven years and preparing themselves for high school. This book gives an overview of reading, spelling, language, writing, arithmetic, the use of the dictionary, books, a knowledge of the community in which they live, the state and nation, good citizenship, study habits and health. We quote the following from page 4 of this "Guide".



Citizenship Studies—Lakeside School, Flathead County

"HOW IMPORTANT ARE EIGHTH GRADERS?"

"You are a part of about 7,000 Montana eighth graders who are helping to make good homes, good schools, good communities, a good Montana and a good United States. You are very important. You belong to the group known in our Constitution as 'We, the people.'

'We, the people of the United States, in order to
form a more perfect Union
establish Justice
insure domestic Tranquility
provide for the Common Defense
promote the general Welfare, and
secure the Blessings of Liberty to
ourselves and our Posterity
do ordain and establish this Constitution of the United States of America.'

"This, as you know, is the Preamble to our Constitution and in it are given the six reasons for writing the constitution. They are important reasons and they are directions for **you** to do things—not to read and talk about only.

"If the people ('We, the People') which include eighth graders, learn what these directions mean and then obey them in our daily work and fun, what happy homes, schools and communities we shall have! This must be our first and constant effort toward doing away with war—toward winning the peace.

"We learn in school to read, write, figure, think, decide and act so that we may better understand the reasons or purposes of our kind of government, and can fill our important places in maintaining and preserving the homes and freedoms that our pioneers worked so hard to establish.



High School Band—Butte

"There isn't a work or recreation project where every moment's thought and action does not in some way either help or hinder one or more and sometimes all of the six purposes. For instance, the practice of good sportsmanship in games, co-operation in caring for the home, the school and the community property, courtesy, courage and kindness in dealing with each other, certainly **promote the general welfare**, help to **establish justice** and further **domestic tranquility (peace at home.)**



Physical Education—Fort Benton H. S.

"Just think what such influence by 7,000 Montana teen-agers can bring about for making a 'More Perfect Union!'

"The rewards from careful work, just consideration for other people, good study habits, and willing co-operation in good projects are just as sure and unfailing as is the fact that 2 and 2 are 4.

"Again, careless work, poorly prepared assignments, selfish and uncooperative attitudes retard and help to destroy peace, justice and liberty just as certainly as your arithmetic solution fails if you insist that 2 and 2 are 5.

"This **Guide** should help you to be more and more effective as skilled workers and as "Makers of the Flag." Possibly a good selection with which

to start the year's literature study might be Franklin Lane's **Makers of the Flag.**"

Self-evaluation booklets are also provided for elementary schools and are designed to enable a school to evaluate its effectiveness through a point system, whereby so many points are allowed for the type of curriculum, the teacher, the cooperation of the community, methods of instruction, health and safety, instructional supplies available, library, equipment, buildings and grounds. It is largely from this self-evaluation tabulation that elementary schools, as required by law since 1951, will be accredited. For example, points for methods of instruction are given for such items as the class load, the way the schedule is set up and maintained for the best utilization of time, the way in which teachers and pupils know what skills are being developed in the tool subjects, the way in which pupils and teachers understand how to apply study skills to their daily living, practicing legibility and careful penmanship in all assignments and clear enunciation and pronunciation in all oral work. Also important is the manner in which arithmetic is included in practical problems and the way in which aspects of our democracy are practiced and learned.

Conservation Study

Conservation is taught in all schools in Montana, and is considered a very important field of study and practice. One of the finest examples of the teaching of conservation in Montana is found in the schools of Plains. The following material on their conservation project was given to us by one of the teachers.



Area Being Pruned and Thinned

The entire student body of the Plains schools is conservation conscious. In the lower grades of the elementary school conservation is taught independently as well as in nature study, elementary science and geography. It is the endeavor of the teachers to teach the wise use of our country's natural resources by instilling in the pupils an appreciation of the beauties of nature and the value of things found in a pupil's surroundings. The children are taught

that it is possible to enjoy nature without destroying it; that nature can be an unending source of joy and learning, and that man must protect what nature has provided and rebuild as he uses nature's stores. Children discover that animals, birds, trees and flowers make an interesting world in which to live; that there are many kinds of birds and animals, that they have definite characteristics, that they move in various ways, that they live in various places and that they carry on activities to keep alive. They conclude that many animals and birds are useful as well as beautiful and should be protected as workers.

Children find out that trees are valuable in making their surroundings more beautiful. Trees provide homes for birds and animals, lumber, protection and jobs for people and they also help to prevent the erosion of soil. Children learn that snow and rain are necessary to both man and animals but when not controlled may be very destructive. Children become aware of the necessity for man to protect what nature has provided by discovering what insects are not harmful, how birds and animals act as balancing agents.

A study of conservation in the lower grades develops a keenness in observation, a curiosity about nature and the use of tools and a zest for discovery and exploration.

In their studies in conservation, nature and elementary science, the teachers and pupils use films on nature, read stories, hear nature poems, sing songs related to topics being studied, make collections, perform experiments, hear recordings of bird calls and gather information from parents, woodsmen, encyclopedias, texts and library books.

THE FIRST PLAINS SCHOOL FOREST

The first forest project was an outgrowth of class discussion and desire of pupils and teachers to put into practice some of the things talked about in classes regarding the wise use of our natural resources.

The school was given permission by the United States Forest Service to use land under its control. This tract of land was a cut-over area consisting of yellow pine and fir reproduction. Forest Service personnel supervised and advised the pupils regarding the best practices in use today in thinning, pruning, and planting trees. The pupils were prepared in advance by reading bulletins and through class discussions and talks by the local ranger on the various practices and methods in use at present. Health and safety rules were stressed.

The first problem was a thinning and pruning job. Control strips were laid out and different methods of thinning and pruning were tried. The trees were tagged with numbers and a record kept of each tree as to diameter and height. These records give a check the next time the trees are measured. One spring the students planted eight hundred pine trees. Before planting the Forest Service again helped in teaching the proper methods used in planting.



Metallurgy Laboratory, School of Mines



Entrance to Plains Forest Project

The Plains School now has a plot of land of its own. It consists of forty-seven acres of cut-over land with a good stand of reproduction, mainly yellow pine and some fir. This land was given to the school by the Anaconda Copper Mining Company for the purpose of teaching conservation and good forest practices. Any money made from the sale of timber on this land goes to the school.

The plans for improving this area are as follows: (1) Thinning and pruning the trees in one strip and tagging, numbering, and recording the size of the individual trees in this area. (2) Tag-



Carpentry Class—Butte High School

ging, numbering, and recording the size of the individual trees in an adjacent control strip which will be left in its original state. (3) Thinning and pruning trees in the remaining portion to provide optimum growing conditions. It will take some time to complete these three phases of the work.

In the thinning process, the question of leaving the best tree is sometimes hard to decide. Pupils must decide which tree seems to be in the best health, which is the dominant tree, and whether the dominant tree has the type of crown that will produce the greatest amount of growth in a given period of years. The trees that are thinned out can be cut up into fence posts. These can be peeled and treated before they are sold.

The pruning is for the purpose of taking off all low and dead

branches so the tree will produce a select grade of lumber, free from knots. In pruning it is necessary to leave at least one-third of the crown. The limbs taken off must be cut close to the trunk but not close enough to injure the bark. A hand saw is recommended for this work because an ax is dangerous in the hands of a child.

The eventual plan is to make this area a real demonstration forest under the best practices known. The measured trees will be measured again at five year intervals to determine growth under various conditions. The first job that will be undertaken is to get the area surveyed and fenced. The County Surveyor will be contacted in regards to the surveying. Here will be a chance for the students to see how surveying is actually carried out. There are a few areas that will need to be planted. At present, the school has a small nursery of about 200 trees. These trees will be transplanted within the next two years.



This Area of the School Forest Will Be Pruned and Thinned

There is one section that will be devoted to the planting of grasses to determine the best range grass for the Plains area. The pupils will work on this area about 5 days during the year. Some time will be spent there in the fall and some time in the spring, and this will give the students something to look forward to, outside the school room.

Instructions regarding the use of tools, methods, and materials will be given before going to the area. Records are to be kept to see if things learned in class can be carried out in practice. Instructions will also be given in the use of the following instruments: ax, saw, compass, surveyor's chain, decimeter tape, tree calipers, Biltmore Stick (for measuring the height of trees), and the scale rule (for measuring board feet).

On the job, the pupils work in small groups with a pupil straw boss and teachers. It has been found best to include both boys and girls in the same group. Pupils carry lunches and transportation is not necessary as the forest is within walking distance of the school. Pupils can enjoy an outing and at the same time learn about the wise management of a forest first hand.

Early in October, as a project in learning to write business letters, each sophomore wrote for material to be used in the study of conservation in the Junior High. Each pupil wrote for different material. Some ordered films, others sent for government bulletins, and still others got bulletins, or films, put out by machinery companies, or the individual state departments. All this material dealt with some phase of conservation, such as the making and saving of soil, contour farming, preservation of water, soil, forests, and wild life. Each sophomore was very interested in the material for which he had sent and was allowed to see and discuss that received by the other pupils as well.

The class in Problems of American Democracy made a study of different phases of conservation as they were applicable to Plains, and as a culmination for that course, each pupil wrote a source paper. The senior English class selected excerpts from these source papers and put out a special issue of the **Llano**, in April, dealing entirely with conservation. Each issue of the **Llano**,

which was published by the senior English class during the year, carried one full page dealing with conservation—a different phase of the subject each month. Space was also devoted each month to telling what had actually been done in Plains schools in the study of conservation.

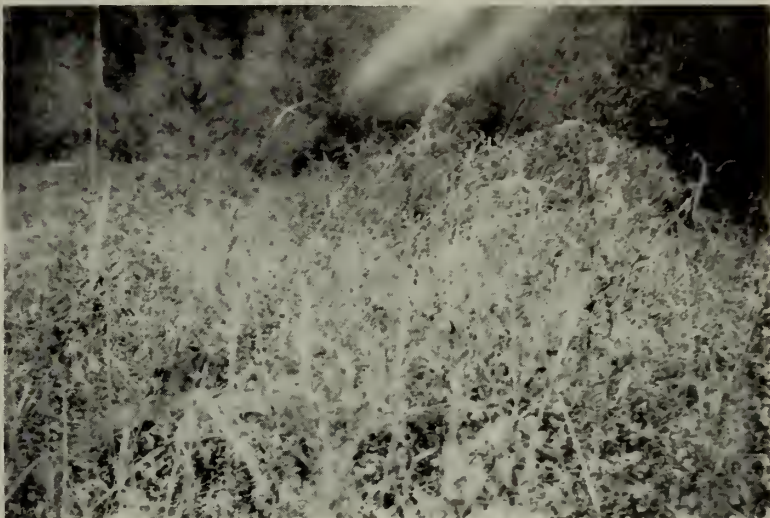
All English classes had ample opportunity to bring up and discuss the problems of conservation, as they read stories of early America, or compared the habits and customs of people of other lands with those of ours.

Early in April, a Mr. Hansmaier, who had spent some time in Turkey, presented slides and gave all students a talk on the subject of conservation in Turkey as compared to conservation in the United States.



Model Home, Adult Class, Butte

This is not a research project. It is for the purpose of demonstrating some of the desirable practices on cut-over land. Timber is one of the main resources of this community and its pupils will be getting first-hand instruction in the wise use of their natural resource—The Forest.



The Area in the Foreground Will Be Used as a Grass Demonstration Plot

THE EFFECTS OF COMPULSORY EDUCATION

In former years a very small percentage of the school age population attended school for any great number of years. Very few attended high school and still fewer went on to college. Ordinarily the pupils who did attend school were of the type better adapted to school work and to the classical courses given in those days. Those who went on through college did so primarily for the purpose of completing work for a professional career.



Playday—Flathead County

One consideration that is often overlooked in comparing the results of education in the past with that of the present, is that of compulsory education. Forty or fifty years ago hundreds of children dropped out during the early years of elementary experience because learning from books meant very little to them. About 10 or 15% remained who found scholastic ventures simple and interesting. This relatively small group progressed rapidly in study skills, knowledge and ability to work with abstract ideas. From these came our leaders. It is with their accomplishments that comparisons are now made for all children. This has been unfair to both children and the schools.

Since compulsory education has become nation-wide in the elementary field, a great amount of research has been made concerning the various ways in which people learn to read. Discoveries concerning this are beginning to net unbelievable results and opportunities for learning about these discoveries and the techniques of teaching them are being offered in all colleges of education. Extension courses, councils, workshops, books, visual aids and improved texts are available for improved teaching.

Just as it is of great importance for scientists and related workers to keep abreast of new discoveries, so leaders in education see the inescapable need for teachers at all levels to be informed about the new unfoldings concerning children and how they learn; also, to be able to make such information practical. This accents the reasons why teachers now must have added educational qualifications; for instance, we now know that phonetic understanding is of great importance, but that to some equally alert people it has little meaning. We also know that many more than was originally anticipated learned to read and spell through the finger tips just as the blind learn braille; that purposeful experiences are of great importance, and so on.



Junior Class Play Cast—Shepherd

Our schools are therefore, even with a shortage of teachers, doing more for more children than could possibly have been done 50 years ago had all of the children stayed in school.

The population in our schools today has changed considerably in that we now find nearly all of the boys and girls of school age in Montana attending elementary and secondary schools. This means that it has been necessary to change the courses formerly offered to provide for broadened curriculums in order to take care of the needs of this greater and more varied school population. Courses in commercial work and various other types of vocational education have become almost a standard part of the curriculum of most high schools and upper elementary grades. Certain of these courses are terminal at the end of high school while for others it is necessary to continue for several years more on the college level. In other words, the curriculums of schools today have of necessity been revised to meet the changing needs of state and nation.



Typical Small School
System—Joplin



Elementary Lunch Room—
Forsyth



Top picture shows enrollment in Broadwater school, Helena, when originally built in 1941.
The increase in enrollment by 1952 is indicated by the lower picture.





Typical Classroom

School Facilities

One of the important features of any good program of education is the type of facility in which and with which pupils and teachers work. The importance of this feature varies with the type of pupil and with the type of teacher. Some very good teachers with average and above average pupils, have done as effective teaching in poor facilities than occurs when poor teachers are teaching in the best facilities available. However, just as a good farmer can do a much more efficient job with a new combine or a new gang plow, so a qualified teacher can do a more efficient job when teaching in modern school buildings and using the best equipment available.

We find that school building construction was almost at a standstill during the depression and World War II years. In 1932, \$2,663,231 was spent for school construction and other capital outlay. In 1935 we find that this amount was \$2,168,978, and in 1941 it had risen to \$2,266,766. It was not until after the war that we saw an impetus to school construction with an increase from \$1,294,178 in 1945 to \$6,807,633 in 1951. The bonded indebtedness for school building construction on July 1, 1952, was \$22,243,025.00, as against \$18,393,601 on July 1, 1951. One can understand the tremendous need for rehabilitation of buildings when they have been left to deteriorate for some fifteen years, during which time nearly 1,500,000 pupils have lived in them for six or more hours each day. Other contributing factors to the increase in building construction are the increase in the number of elementary pupils and the expanded curriculums.



New Elementary Classroom—Victor

For many years the amount of school construction needed had been a matter of estimate and guess. However, in 1950 Congress passed Public Law 815 which provided in Title I for a survey to be made in every state of the Union to determine the current situation regarding school buildings and future needs. Montana was given an appropriation of \$11,200.00 for this purpose, and the State Department of Public Instruction was given authority to accept this grant and make the survey, by chapter 114, Laws of 1951.

The State Department of Public Instruction began the survey in July, 1951, and completed the first phase of the same, that of present conditions of school buildings, by July, 1952. The second phase of the study, which is to be completed by July, 1953, has to do with the needs of the various school districts in the State for school buildings and facilities for the next 10-20 years.

According to this first phase of the survey, it is found that the ages of school buildings in Montana are as follows:

Ages of School Buildings in Montana

	Less Than 11 Years	11-20 Years	21-30 Years	31-50 Years	Over 50 Years
Elementary	7%	11%	31%	44%	7%
Secondary	19%	37%	19%	16%	9%
Combination Elem. & Sec.	17%	20%	39%	23%	1%
All Schools	9%	13%	32	40%	6%

These buildings also vary greatly as to their resistance to fire as is indicated by the following table:

Buildings According to Resistance to Fire

Type of Building	Number of Buildings			
	One Story	Two Story	Three Story	Total
1. Fire-resistive	58	49	19	126
2. Semi-fire-resistive	161	126	20	307
3. Combustible	669	59	8	736
4. Mixed	85	35	10	130
5. Totals	973	269	57	1,299

Another indication of the need for better school buildings in Montana is found in the survey which shows that 14,047 elementary pupils were housed in sub-standard buildings and classrooms,

4,521 secondary pupils were in sub-standard schools and classrooms and 10,458 elementary and secondary pupils were housed in sub-standard buildings which housed both elementary and high school. This makes a total of 29,026 pupils, elementary and high school, who are housed in sub-standard buildings. This is about 25% of all the pupils in the State.



Reading Room—School of Mines

systems which house both elementary and high school pupils. from the above figures, would involve an outlay of \$34,620,441.

It is estimated from the survey that in order to relieve overcrowding in elementary schools in Montana, to house elementary enrollment increases and to replace obsolete buildings and additions other than classrooms, an estimated \$15,348,129 will be needed. \$8,147,936 will be needed for the same purposes for high school construction, and \$11,124,376 for The over-all cost, as can be seen

FACILITIES AND SITES REQUIRED

There are many needs in school construction which were not required, or in fact were not thought of, some thirty and forty years ago when many of our buildings were first constructed. The type of school building required in a specific community usually includes those facilities which the community demands. Some of the new additions to school buildings in recent years include kindergartens, vocational agricultural buildings, industrial arts shops, aeronautics shops, special music and art rooms, business education rooms and equipment, more extensive libraries, gymnas-



Primary Room—Great Falls

iums, auditoriums, cafeterias and lunch rooms, multiple-purpose rooms, medical suites, community rooms, bus garages, administration office buildings, warehouses, maintenance shops and many others.

The site used for school buildings is an important item in itself. Many school districts built a high school, elementary school or a combination school, thirty or forty years ago, on what seemed an adequate site. Since that time the population has increased, shifts in population have come about, roads have been constructed, factories, shops and stores have been built around the school until now the school site is hemmed in on all sides by business activities and heavily travelled highways. For these same reasons, also, school

districts and communities are urged to survey the community and to project enrollments ahead for ten and twenty years in order to pick sites for new construction which will not become inadequate or obsolete in a few years.

The type of heating, water service and washing facilities are important items in any school, the same as they are important in any home or business establishment. We find that in Montana today 675 school buildings have central heating, 384 have room heating generators and 245 have mixed heating systems. We also find that 675 buildings have electric lighting available, 384 use gas for lighting and 245 have no artificial light. In the matter of water service we find that 617 buildings have pressure water systems, while 371 have hand operated systems and 315 have no water available on the grounds. 536 buildings have indoor water-flush toilets, 23 have other indoor toilets, while 745 have outdoor privies. Finally, we find that 529 buildings have hot and cold running water, 522 have cold water only, 29 have showers for general use, while 221 have no fixed washing facilities.

Buildings Rated

An attempt was made to rate all school buildings in the State according to three classifications, —satisfactory, fair, and unsatisfactory. The basis of a satisfactory building was that it was of sound construction, had educational adequacy for a period of twenty years or more, was fire-resistive, had large enough classroom space for a modern educational program, the building was well located on a large enough site, and free from traffic hazards, and that artificial lighting, fenestration, heating, toilet and water service and flexibility of design were sufficiently adequate to meet reasonable standards for the duration of its anti-



New Cafeteria—Victor

pated use. Fair and unsatisfactory buildings were rated accordingly. From this survey it was found that 1151 school buildings of Montana rated as follows:

Rating of School Buildings

	Elementary	Secondary	Combined	Total
Satisfactory	115	10	18	143
Fair	639	21	59	719
Unsatisfactory	218	12	59	289
Total	972	43	136	1,151

Montana Needs Many Small Schools

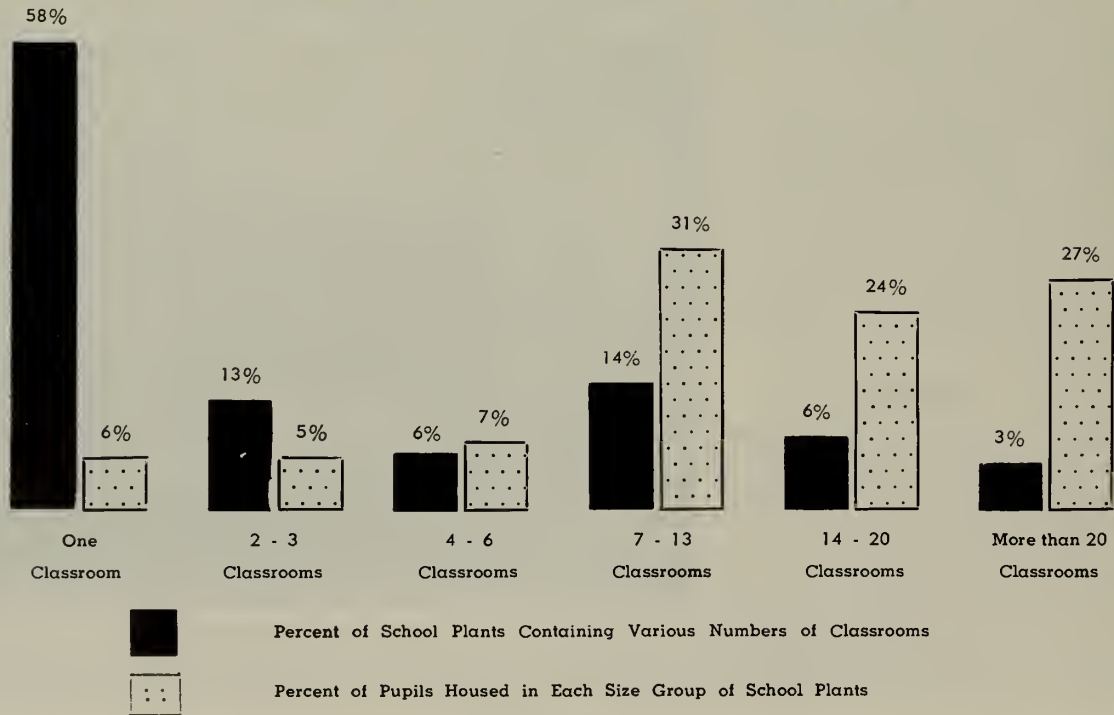
Montana is a very large and sparsely populated state. Because of these factors and because of insufficient and inadequate roads Montana will continue to have a large number of one and two-room schools. According to the 1950 population and statistics of the United States Census Bureau, we find that Montana has only twenty-six communities with populations of 2,500 or more. Also statistics show that Montana has only slightly more than four persons to the square mile as compared to 141 for Illinois and 219 for Pennsylvania.

The School Facilities Survey showed that the schools of Montana are distributed in size according to the following figures:



Such poor facilities are rare—but do exist

School Buildings According to Number of Classrooms



PLANNING FOR SCHOOL CONSTRUCTION

Some of the best plans and specifications for school facilities in local school districts have come out of the deliberations of citizens' committees, representative of the various elements of the community. These committees have first proceeded to take an inventory of existing facilities. Then they have gone into the type of curriculums desired in the community, projected the enrollments and population changes for at least twenty years, and then planned the construction program from these facts. Every local community will have a different problem. In an area of 146,997 square miles, we have a scattered population of 591,000 people. Of these people, approximately 107,000 are in our public schools, and of these in our schools only 46,000 attend schools in districts with more than 1,000 pupils. The remaining 61,000 are scattered through approximately 1,000 schools ranging in size from one-room schools with two pupils to schools with up to one thousand pupils. This scattered population in an area of intervening mountain ranges, poor



Hallway in new school—Townsend

roads, great distances and bad winter weather complicates the school problems. There is a great need for the citizens of each community and county to study their school problems in the light of these factors and in terms of good educational programs and economical operation.

Funds for School Buildings

School building construction in Montana can be accomplished in two ways; either the school district votes bonds upon itself or votes an additional levy to its general fund budget for capital outlay. In 1950-51, \$1,900,700 was spent in the capital outlay general fund budget for remodeling and new additions in our school districts. During the same year \$4,906,933 in bonds was voted by the people of the local districts with which to build new buildings, new additions or to remodel existing buildings. These bonds are sold both to private companies and to the Department of State Lands and Investments of Montana. Interest rates during the year ran between 2.5 and 3.25%. Most bonds are figured on a twenty year basis and can be either amortization or serial bonds.

The greatest handicap to some school districts, greatly in need of additional school facilities, is the low assessed valuation of the district. We find some districts with overcrowded conditions and inadequate facilities, which cannot bond for new construction due to the fact that their bonding potential is too low. This bonding limit is 5%



Unsatisfactory Stairway

of the assessed valuation of the district. The only answer to this problem is a consolidation of districts or some form of outside aid for construction purposes.

Before 1951 it was possible for a high school district and a common school district to bond up to 5% of their assessed valuations regardless of the outstanding bonds on each separate district. In other words a high school district could bond for the full 5% on all of its component districts, notwithstanding any outstanding indebtedness on any of them. The same was true regarding a common school district and such a district could bond for the full 5% without regard to the outstanding bonds on the high school district of which it was a part.

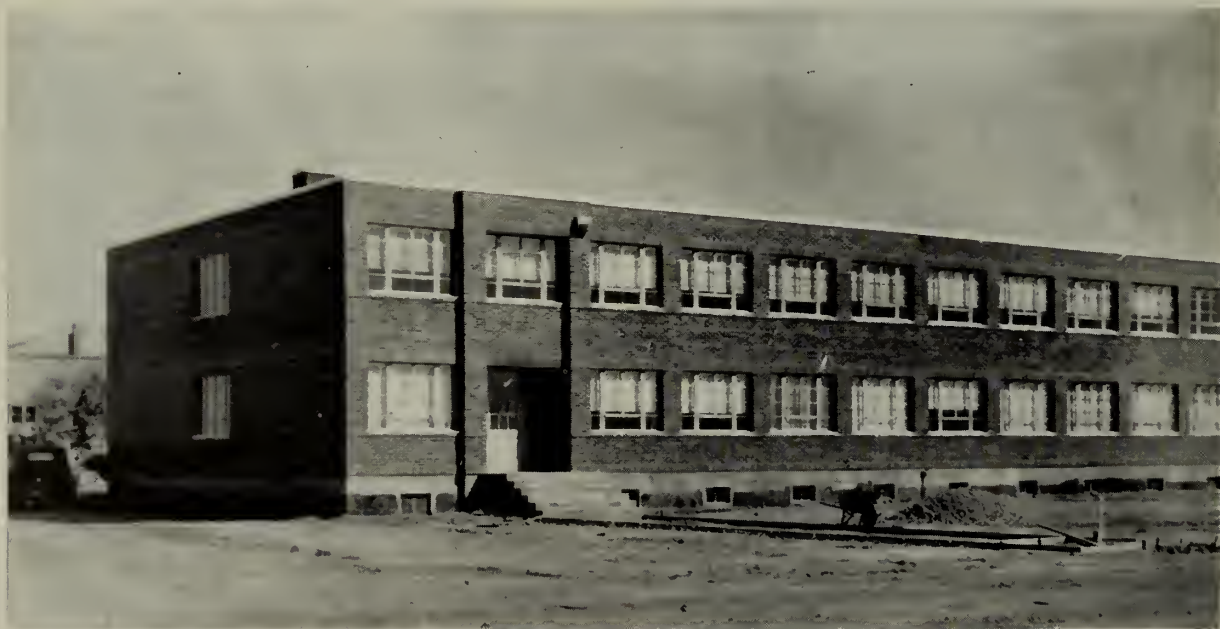
A decision by the Montana Supreme Court in 1951, in the Ennis case, changed all this and as a result the 5% maximum on the common school district and the 5% maximum on the high school district of which it is a part cannot be pyramided. Should the high school district bond to its full maximum of 5%, then there is no bonding potential left in any of its component common school districts. Should a common school district bond for its full 5% then there is no bonding potential left for the high school district of which it is a part. The outstanding bonds on any common school district plus its share of the outstanding bonds on the high school district cannot together exceed the maximum of 5% on either unit. This has handicapped many high school districts and many common school districts where one or the other has taken the full bonding potential.



New High School—Conrad

Federal Assistance in Lieu of Taxes

For many years school districts in Montana and in the United States have been faced with problems connected with school increases due to Federally connected children. These Federally



New High School—Chester

connected children, in many cases, were due to families living on tax exempt Indian reservations, children of workers on Federal dams, Federal airports or other Federal installations. In many

cases, these increases came suddenly and without warning and the school district was faced with increased educational demands on a small budget. In many cases, no provision was made by the Federal government to assist these districts.

For several years this increased burden on the local district was taken care of in part by special laws. In some cases the Bureau of Reclamation was authorized to assist the local school

district wherein it was constructing a dam, or the Army Engineers in Fort Peck and Glasgow, or the contractor was obligated in some other projects. Similarly the Indian Bureau made loans for school construction where reservations represented much of the land area of the district.

Finally, in order to place all Federally impacted areas on the same basis, Congress enacted Public Laws 874 and 815. Public Law 874 provided for Federal aid to school districts for operation and maintenance purposes, while Public Law 815 provided for construction aid. Any child living on Federal property or any child having a parent working on Federal property was eligible under these laws. Also, the law provided aid for those pupils whose pa-



Modern Facilities—Great Falls

rent's work was due in some way to the Federal activity, and aid to districts where the Federal Government had taken a certain amount of land off the tax rolls. Under Public Law 874 contribu-



Aeronautics Class—Helena High School

tions were made by the Federal Government to these districts for each pupil eligible equivalent to the local effort made by comparable school districts in the state. Under Public Law 815, con-

tributions were made by the Federal Government for these eligible pupils on the basis of a determined average per-pupil-building cost, which at the present time is set at \$1,050 for Montana. Schools educating Indian children were not eligible under Public Law 874 since they were reimbursed under terms of a special appropriation by Congress through the Indian Bureau.

Various school districts in Montana with eligible pupils received entitlements from the Federal Government under Public Law 874 in 1951-52 as follows:

Columbia Falls \$75,755.28; Evergreen (Flathead) \$1,779.79, Fort Peck \$29,972.69, Gardiner, \$8,871.00, Glasgow \$12,457.65, Great Falls \$66,001.60, Hamilton \$6,390.00, Nashua \$6,537.90, York \$8,042.27. After the deduction of certain Forest and other Federal payments, the above districts will receive 100% of the entitlements.

During the school year 1951-52 Federal grants under Public Law 815 were authorized to the following school districts in Montana: Arlee \$20,900.00, Browning \$136,895.00, Cleveland \$73,150.00, Columbia Falls \$326,400.00, Elmo \$12,675.00, Evergreen \$27,000.00, Great Falls \$671,249.00, and Ronan \$160,000.00.



Home Economics—Big Sandy

construction funds was due to a provision in Public Law 815 which stated that no district would be eligible for these Federal funds whose ADA was not greater than it was in 1938-1939. This threw out practically all schools educating Indians since enrollments in these places has been more or less static.

Officials in the State Department of Public Instruction have been keenly aware of the need for revision of Public Law 815. Some sixty school districts educating Indians were not eligible due to the above regulation. Even though a school had 90% Indian students and 90% tax-exempt reservation land it could receive no funds for construction under Public Law 815. Amendments are now pending in Congress to rectify this situation by repealing the base date of 1938-39, and to reenact Public Law 815, which has now expired. With the Federal Government owning 36% of all the land in Montana, it is important to school districts that reimbursements be made by the Federal Government in lieu of taxes.

With millions of dollars being spent annually to replace obsolete classrooms and to provide for in creased enrollments and expanding curriculums, it is important for local school authorities to plan well before constructing new buildings or additions. Obsolete classrooms should be eliminated, additions and new buildings will be needed for increasing enrollments and expanding curriculums. All these should be built with a view toward maximum efficiency, maximum returns from every dollar spent and with a view to the needs for years to come.



Science Room—Chester



Shell, N. P. No. 1 Discovery Well—North of Richey

School Lands

Section 10 of the Enabling Act of Montana, North and South Dakota and Washington provided that "sections number 16 and 36 in every township of said proposed states, and where such sections or any parts thereto have been sold or otherwise disposed of by or under the authority of any Act of Congress, other lands equivalent thereto, in legal subdivisions of not less than one-quarter section, and as contiguous as may be to the section in lieu of which the same is taken, are hereby granted to said states for the support of common schools, such indemnity lands to be selected within said states in such manner as the legislature may provide, with the approval of the Secretary of the Interior; provided, that the sixteenth and thirty-sixth

sections embraced in permanent reservations for national purposes shall not, at any time, be subject to the grants nor to the indemnity provisions of this act, not shall any lands embraced in Indian, military or other reservations of any character, be subject to the grants or to the indemnity provisions of this act until the reservations shall have been extinguished and such lands be restored to, and become a part of the public domain."

Section 11 of the Enabling Act provided for the sale of this land at public sale and for the disposition of money received therefrom.

In the Constitution of Montana, Article XI, Section 2, 3, 4, and 5 provided for the general control and disposition of funds from the lands granted to the public schools by the United States Government. These sections provided for the establishment of a Permanent Fund which would consist of the unsold school lands, the proceeds from any land sales or from any permanent resources on or under the land itself. The second fund established was the Interest and Income Fund which would be made up of 95% of all interest on the permanent fund plus all of the income from land rentals such as grazing leases and crop share leases, oil leases and other income from the school lands which did not tend to destroy the land itself. The Permanent School Fund was to forever remain inviolate, guaranteed by the State against loss or diversion, to be invested as far as possible in public securities in the State under the restrictions to be provided by law. Present provision

is for investments of these funds in "bonds of school districts within the state of Montana; in bonds of the several counties and cities of the State of Montana; in bonds of the State of Montana or of the United States; in capitol building bonds of the State of Montana, now issued or which may hereafter be issued; in bonds issued by the federal land banks, in interest-bearing warrants upon the general fund of the state and in interest-bearing warrants upon the general fund, the poor fund, the road fund, or upon the bridge fund of the several counties of the state of Montana; all of such investments to be subject to the regulations and limitations of this act." The Interest and Income fund was directed by law to be distributed each year to the various school districts of the State according to the number of pupils in each between the ages of 6 and 21 years. The remaining 5% of all interest and income was to be placed in the Permanent Fund.

The public schools were not the only institutions which received grants of land from the Federal Government. The list of all grants follows:

Federal Land Grants to Montana

Recipient of Grant	Original Grant (Acres)	Acres Unsold June, 1952
Public School	5,188,000	4,264,684
State University	46,720	18,896
Agricultural College—Morrill Grant	90,000	65,835
Agricultural College—Second Grant	50,000	40,235
School of Mines	100,000	60,484
State Normal Schools	100,000	68,203
Deaf and Dumb Asylum	50,000	35,796
State Reform School	50,000	36,521
Public Buildings (State Capitol)	182,000	127,112
Soldiers' Home	1,275	1,275
"Militia Camp" now used as Agricul- tural Experiment Station	640	640
Agricultural and Manual Training School	2,000	2,000
State Penitentiary	9	

Threat to Permanent Fund

The various institutions granted these lands were given permission to sell the land at public sale at a minimum price of \$10.00 per acre. The number of acres remaining in each grant is given in the above table.

There has been only one time in the history of Montana when the inviolability of the Permanent School Fund has been threatened. This occurred between 1917 and 1924 when the State Board of Land Commissioners, on the initiative of the Legislative Assembly, invested some \$4,250,625.95 in farm loans. Due to drought and adverse farming conditions the farmers were unable to pay these loans and the lands began to revert to the State. For many years thereafter the Legislative Assembly and the Board of Land Commissioners tried to refinance these loans. This was to little avail and all farm loan laws were repealed in 1933. After a great deal of agitation on the part of school people, the Legislative Assembly enacted legislation which recognized the loss to the Permanent School Fund and agreed to provide for its repayment from income from these farm loan lands. Repayments of principal with interest at 2% were made from 1935 each year until the final payment on the original loans of \$4,250,625.95 was made in December, 1951.



Prospecting on School Lands—Montana Highway Photo

Due to the fact that this money for the original loans was taken from the Permanent School Fund, and that during all of these years this money had not earned the interest designated on the loan, school men appealed to the Legislative Assembly again and in 1949 that body enacted laws providing for repayment of the interest on the original loans, less the 2% that had been paid since 1935. Income from the old Farm Loan Sinking Fund is now being used to repay this interest which will amount to approximately \$1,737,230.34.

Permanent School Fund

As of July 1, 1952, the Permanent School Fund consisted of the following:

Unsold lands at \$10.00 per acre	\$42,646,842.40
Deferred payments on land sales	3,113,527.02
County, city and school district bonds	415,499.09
Invested through Montana Trust and Legacy Fund	23,937,409.35
Cash with State Treasurer	1,269,075.92
TOTAL	\$71,382,353.78



Thousands of Cattle Graze School Lands—Montana Highway Photo

The Montana State Trust and Legacy Fund was established in 1941, and consists of the balances in all permanent funds resulting from Land Grants and other endowments. Before 1941 each fund was invested separately, causing many small amounts to be idle for lack of proper size in-

vestments. Now, with all balances in the Trust and Legacy Fund, it is possible to keep most of the funds earning interest at all times.

Interest and Income Fund

The Interest and Income Fund which is distributed each year on the census basis is distributed in February. This distribution in February 1952, from receipts in 1951, amounted to \$2,860,047.99 and consisted of the following incomes:



Grain Raised on School Lands—Montana Highway Photo

Agricultural and grazing rentals	\$1,458,956.91
Grazing fees—State Forester	5,796.06
Interest—Land Sales	86,989.22
Interest—Farm Mortgages	6,508.83
Interest on bonds	17,922.11
Montana Trust and Legacy Fund	579,474.45
Soil Conservation	238.25
Oil and Gas Leases	854,691.00
TOTAL	\$3,010,576.83
Less 5% to Permanent Fund	150,528.84
TOTAL	\$2,860,047.99

The next distribution from the Interest and Income Fund will not be made until February, 1953, and will consist of earnings for 1952. However, due to the enormous number of oil leases in East-

ern Montana, this fund from January 1 through June 30, 1952 amounted to \$5,920,501.56 (of which \$4,992,688.13 was in oil and gas leases). The last 6 months of 1952 should increase this fund substantially. The discovery of oil in Eastern Montana as evidenced by the Shell N. P. No. 1 (discovery well) in July, 1952, gave great impetus to oil leasing in three-fourths of the State. This activity and interest in leasing was evidenced in one sale where the lease rental went to \$430 per acre.

According to officials in the State Land Department, leasing has been done in the following counties:

County	No. of Leases	County	No. of Leases	County	No. of Leases
Beaverhead	48	Glacier	36	Rosebud	61
Blaine	45	Golden Valley	20	Richland	29
Big Horn	18	Hill	54	Roosevelt	10
Broadwater	2	Judith Basin	15	Sweet Grass	5
Cascade	3	Liberty	54	Stillwater	11
Carbon	11	Lewis and Clark	11	Sheridan	24
Carter	17	McCone	74	Treasure	9
Chouteau	39	Musselshell	46	Teton	42
Custer	14	Madison	6	Toole	67
Daniels	489	Park	11	Valley	94
Dawson	56	Petroleum	17	Wibaux	33
Fergus	27	Pondera	24	Wheatland	16
Fallon	50	Powder River	4	Yellowstone	13
Flathead	4	Phillips	30		
Garfield	17	Prairie	19		



Aerial View—Montana State College, Bozeman

Montana has 6,005,144.26 mineral or subsurface acres, of which some 13% has been leased.

Of course, one realizes that this tremendous increase in the Interest and Income Fund in the past two years is temporary in nature due to the fact that these oil leases run for a period of 10

years, and then are renewable for a period of another 10 years. Oil companies and individuals bid high for the initial lease, considerably over the minimum of 75c per acre. The highest bid to date has been \$430 per acre. During the second year of the lease, and from then on, the rental per acre for these oil leases is 75c. However, if drilling is not commenced in the next year, either a penalty of \$1.00 per acre is assessed or the lease can be cancelled.

Income from Leased Lands

As on this date of publication, the State Land Department informs us that there have been 6 wells drilled or begun on school lands. Any company or individual finding oil on school lands pays to the Permanent School Fund a royalty equal to:



School Lands Furnish Recreation Places—Montana Highway Photo

Rental fees and charges on school lands for agricultural purposes are now nearly all for one-fourth of the crop on a crop share basis, while grazing fees are charged on the animal unit basis on the following formula:

Price per lb. for cattle from 1936 to 1947 \$.105	A.U.M. Rental is to \$.180 as	Average price for cattle for 1948, 1949, 1950 \$.2538	Per A.U.M. Rental for 1953 is to X(\$.43)
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12 (months) X \$.43 = \$5.16 per animal unit for 1 year.
If 16 cows are grazed on one section of land for 1 year,
the grazing rental would be 16 X \$5.16 or \$82.56.

- A. On that portion of the average production of oil or casing-head gasoline for each producing well not exceeding 3,000 barrels for the calendar month, 12½ percentum (12½%).
- B. On that portion of the average production of oil or casing-head gasoline for each producing well exceeding 3,000 barrels but not exceeding 6,000 barrels for the calendar month, seventeen and one-half percentum (17½%).
- C. On that portion of the average production of oil or casing-head gasoline for each producing well exceeding 6,000 barrels for the calendar month, 25 percentum (25%).
- D. The lessee shall also pay in money or in kind said lessor at its option as hereinafter provided during the full term of this lease a royalty on the gas produced from the wells under this lease whether the said wells produce oil and gas or gas alone, a flat royalty of twelve and one-half percentum (12½%).

Timber fees are at a minimum rate of \$3.00 per thousand feet for white pine, yellow pine and spruce and for not more than \$1.50 for all other species. All coal mined on school lands pays a royalty of 12½c per ton while mineral leases pay a royalty of between 5 and 10%.

In the past two years the money from the Interest and Income Fund has become a greater source of revenue to our elementary schools. The per census distribution has increased from \$1.50 in 1900 to \$18.85 in 1952. School districts were told to anticipate \$33.00 per census child for 1952-53, but it is expected that this amount will reach \$50.00 or more. This distribution per census child by selected years is given below:

Year	Amount	Year	Amount
1889 to 1896	\$1.30	1945	10.30733
1900	1.50	1946	9.59798
1910	3.75	1947	10.43511
1920	6.00	1948	10.51053
1930	8.42	1949	15.1217
1940	5.58055	1950	10.2213
1941	5.73586	1951	13.42
1942	9.26204	1952	18.85
1943	6.77146	1953	50.00 (Estimate)
1944	9.41477		

This present high per census distribution will possibly drop after 1953 or 1954, since the major acreage in the current oil discovery area will have been leased. When royalties do come in, they will be credited to the Permanent School Fund and be invested. One can readily see that a million dollars in royalties invested at 3% will bring only \$28,500 to the Interest and Income Fund. (5% remains in the Permanent Fund.)

Oil and Gas Laws

Various groups have been discussing oil legislation in the past year. Proposals ranging from longer leases to refunding of lease money if oil is discovered have been made. It is our contention that the Legislative Assembly is bound by the Constitution to secure the maximum returns from our school lands, with a maximum of security. School lands should secure at least the same rentals from agricultural rentals as is charged on private land. The same should be true for grazing rentals and oil leases and royalties.

Equitable oil leases will do much to bring about cooperation on the part of the lessee in utilizing sound conservation practices. He will not be so apt to deplete the land or waste oil reserves.

According to Fletcher Harper Swift in his **Public Permanent Common School Funds in the United States**, in many states the permanent funds and the proceeds which should have been added to them have been cared for so carelessly, diverted, squandered, wasted and embezzled so shamefully, that what ought to be a magnificent endowment whose income today would be adding an appreciable relief from taxation, has dwindled to an almost negligible sum or exists as a permanent state debt on which interest is paid out of taxes levied upon the present generation. \$28,000,000 is a conservative approximate estimate of the sums lost or diverted in 12 states. Mr. Swift goes on to say that Pennsylvania and Georgia which formerly had permanent common school funds today possess none.

Montana is not in this classification of states, but by constitution and statute has attempted in every way to safeguard our public school land grants and funds. Possibly the only criticism which can be made of the administration of these funds is in our shortsightedness in not providing for equitable rentals, in not providing for sufficient staff in the Department of State Lands and Investment for supervision of these lands, and in not planning ahead sufficiently to explore the possibilities in every acre of land granted the schools by the Federal government.

Section 3 of Article 11, Constitution of Montana states that, "Such public school fund shall forever remain inviolate, guaranteed by the state against loss or diversion, to be invested, so far as possible, in public securities within the state, including school district bonds, issued for the erection of school buildings, under the restrictions to be provided by law."

Administration

The following Section 4 in the same article provides that, "The governor, superintendent of public instruction, secretary of state and attorney general shall constitute the state board of land

commissioners, which shall have the direction, control, leasing and sale of the school lands of the state, and the lands granted or which may hereafter be granted for the support and benefit of the various state educational institutions, under such regulations and restrictions as may be prescribed by law."

The State Board of Land Commissioners has a tremendous job in administering this public school and other land grants. Thousands of leases must be checked over by this board every year and millions of dollars must be watched as to investments. Their duties become especially irritable and hard at times because, selfishly, many people think that school lands are to be leased for as little as possible and due to the fact that many people year after year attempt to violate their leases by plowing up grazing land or by refusing to certify the correct number of bushels produced on crop share leases.

With millions of acres under lease it is shortsightedness on our part when we do not provide sufficient appropriations to the Department of State Lands and Investments in order that the Commissioner can secure enough field agents and other office help. This lack of proper field supervision over the millions of acres leased can result in thousands and hundreds of thousands of dollars lost in revenues. At present the appropriation for administration of this department is \$90,529.75. One can readily see that the department is actually self-supporting and more when we realize that \$127,682.12 was turned in to the State General Fund during the last completed year in fees collected by the department.

It is possible that the best approach to a solution for equitable returns from our public school lands would be through an independent study in the matter of oil leases and royalties. This study should give serious consideration to the pros and cons of the extension of an oil lease after the 20 year period has been reached, after a revaluation of the particular lease. Aside from rewriting the conservation law on oil production, it is our feeling that the oil laws presently on our books should not be changed drastically. At the present time we have the Railroad Commission checking on rules and regulations for drilling, casing and abandoning of oil and gas wells. We have an Oil Conservation Board of 5 members appointed by the Governor and we have other duties performed by the Forestry Board and the State Board of Land Commissioners. It would appear to be reasonable that one group would function more efficiently than several.

At the present time lands principally valuable for the production of coal cannot be sold although surface rights on the same can be sold. However, we are still only receiving not less than 12½¢ per ton on coal produced on school lands. This seems a very low figure.

Although a new grazing lease formula was evolved by the 1951 Legislative Assembly the grazing rental of \$.43 per animal-unit-month is still exceedingly below that obtained by private land owners. The minimum price charged from timber sales on school land was established in 1933 and is not in line with current prices, although prices now received are far above these minimums. The State Board of Forestry was established in 1939 for the protection and conservation of all forest resources, protection of range and water, for the regulation of stream flow and for the prevention of soil erosion. This board consists of 7 members appointed by the Governor. It is possible that better arrangements of finances could be made so that this board would have more funds for the removal of dead timber, enforcement of fire regulations and rules, replanting and guarding trees against disease. It might also be well to investigate the price received on school lands for sand, gravel, stones and other metaliferous minerals.

Section 13, Article 21, Constitution of Montana provides for the State Permanent School Fund after it has reached the total \$500,000,000. This section reads as follows:

"All the net earnings accruing to the State Permanent School Fund shall annually be added thereto until it has reached the sum of five hundred million dollars (\$500,000,000.00). Thereafter only one-twentieth of the annual net earnings shall be added to the fund itself, and the remaining nineteen-twentieths shall annually be apportioned to the school districts of the state on the basis of the aggregate actual school attendance in each district during the preceding school or calendar year by persons between the ages of six and eighteen years and shall be used exclusively for educational purposes, subject to such regulations and limitations as may be prescribed by law."



Education Building—State University, Missoula

Statistical and Financial Data

Total elementary and secondary school expenditures in 1932, a depression year, including capital outlay, liquidation of debt and transportation, came to \$13,331,191 compared to \$35,656,320 in 1951. With total income payments to all people in Montana, from all sources, in 1932 being \$162,000,000, this means that the people of Montana spent 8.229% of their income for education as against 3.475% in 1951, when income payments from all sources totaled \$1,026,000,000. When total income from all sources in 1940 was \$321,000,000, 4.698% was expended for education, and 3.559% in 1950 when total income payments from all sources was \$942,000,000. In 1951 per capita income payments from all sources in Montana averaged \$1,742 as against a national average of \$1,584. In 1949-50 the average percentage of income payments expended for education in the United States was 2.21%.

The interesting point to remember is that in a depression year when income payments from all sources were at a low point, the people of our great State paid out \$8.23 of every \$100 earned to educate elementary and secondary pupils, as against \$3.48 in 1951, a year of high income to the people of the State.

The increased expenditures in 1951 over 1932, for school purposes, were due primarily to increased transportation costs, increased capital outlay and debt service, increases in other expenditures due to the nearly 100% increase in the index of the cost of living since the depression period, a greater enrollment in elementary schools and broadened curriculums.



Shop Wing—Froid High School

Contrasted to the expenditures for education we find that in 1950 approximately \$70,000,000 was spent by the people of Montana for all transportation purposes, \$43,000,000 for recreation, \$40,000,000 for alcoholic beverages, \$110,000,000 for tobacco and personal care and nearly \$400,000,000 for food and clothing. All of these expenditures were greatly increased over 1940. We find that the cost of living index, according to the United States Department of Agriculture,

which in the 1935-39 period was 1.00 has now risen to 1.92. This means that what a person could buy for \$1.00 in prewar days now costs \$1.92.

The Total Tax Dollar

A large percentage of all income for governmental units in Montana comes from the property tax. We find that for 1951 the average statewide levy on property tax for education in Montana was 46.053 mills, 29,238 mills for county purposes, 5.703 mills for special county purposes, 7.835 mills for State functions, and 15.835 mills for city expenditures, making a total average levy on property over the state for all purposes of 104.415 mills. This means that education took 44.1% of property taxes. On the other hand we find that all taxes, direct and indirect, collected for local units of government and for State and National purposes amounted to approximately \$310,000,000 with \$203,000,000 being collected for the Federal Government. On this basis the percentage of the entire tax bill going for educational purposes is 11.5%.

The money for expenditures for public school education in Montana comes from district, county, State and Federal sources. In the school year 1950-51, these receipts were: Local, \$27,028,463 State, \$8,175,890; Federal, \$755,967. (See Financial Data for breakdown.)



Front View of New School—Froid

Aid From The State

It is interesting to note that the appropriation for public schools from the State General Fund



Cafeteria—Helena High School

was \$700,000 per year in the 1933-35 biennium, \$950,000 per year in 1945-47 and \$1,500,000 per year in 1947-49. In 1949 the Legislative Assembly voted \$4,300,000 per year from the general fund in support of the minimum foundation program for the public schools and raised it to \$4,665,000 for each of the two years between 1951 and 1953.

Up to 1949 the State reimbursed local school districts with distributions from the I and I Fund on the census basis, with distribution from the State Public School General Fund on the basis of number of teachers and for transportation on the basis of $\frac{1}{3}$ of a schedule set up by law. Also, a sum of \$100,000 was appropriated for distribution to small schools on an equalizing basis. This

method of distribution did not take into account the relative needs of each particular district, but rather brought about a situation where rich districts were enabled to maintain lower levies, and poor districts were forced to levy up to as high as 80 mills.

School Financing Changed

In 1949 the entire method of support for public schools in Montana was changed by the passage of the minimum foundation program law. In brief this law provided that after each school

district and county in the state had made the same efforts to support elementary and/or secondary programs of education, that the state would supply the balance needed up to a certain foundation program established by law. These minimum foundation programs were based on a teacher unit for small elementary schools enrolling up to 8 pupils and for schools of a certain size operating with 2 teachers. For schools with greater enrollments, including all high schools, it was based on the number of pupils in average number belonging.



Cafeteria—Big Sandy

The uniform effort to be made for elementary schools is a 5-mill district levy plus a 10-mill county-wide levy and for high schools a 10-mill county-wide levy. If these sources do not bring in the scheduled amounts for the foundation program for each district in the county, then the state contributes the balance needed. Any amount needed by any elementary school above this minimum foundation program is the obligation of the common school district concerned and for high schools this becomes the obligation of the common school district concerned or of the high school district if there is one. For county high schools not a part of a high school district, this

extra amount is raised on the county, exclusive of those districts maintaining district high schools. School districts are entitled to raise funds on the district up to 30% of the foundation program for elementary schools without a vote of the people. Any additional funds needed must be voted. For high schools the permissive levy without a vote of the people is 30% for high schools with 100 or fewer pupils and 25% of the foundation program for high schools with more than 100 pupils.

The foundation programs for elementary and high schools for the past four years of the law's operation, together with the State's contributions to the same, are as follows:

School Year	Foundation Program	From State	
		Equalization	Interest & Income
1949-50	\$20,540,962	\$5,382,031	+ \$1,470,361
1950-51	21,232,759	5,545,369	+ 1,956,720
1951-52	21,394,304	5,402,906	+ 2,766,456
1952-53 (Est.)	21,623,707	3,820,000	+ 4,722,620

Estimated revenues for elementary and high school foundation programs and general fund budgets for 1952-53 are obtained from the following sources:

	Elementary	High School
Foundation Programs of all Schools	\$15,038,645	\$6,585,062
Revenue raised locally 5-mills, rentals, etc.	2,676,000	35,000
County Revenue from 10-mill levy	4,654,424	5,074,956
Interest and Income Fund (School Lands)	4,722,620	
State Equalization	2,423,618	1,388,615
Local Revenue for Foundation Program Deficiency (State cannot reimburse more than 50% F. P.).....	561,983	86,491
Above Foundation Program without vote (Dist.)	3,805,944	1,647,353
Amount Voted (District)	1,664,644	987,330
Cash Used for two above items	(1,778,913)	(361,413)
Total General Fund Budgets	\$20,509,233	\$9,219,745
Total A.N.B.	75,690	26,248

Besides the General Fund Budgets, most districts have additional budgets for Teachers' and Public Employees' Retirement, Transportation, Bus Depreciation, Tuition, School Lunch, Vocational Education (Federal funds only), and Interest and Sinking Funds.

For the first time the State will have funds sufficient to equalize all Foundation Programs. As was indicated in the chapter on school lands, more revenue will be received from income and interest than ever before, due primarily to the oil activity in eastern Montana. Since this money is applied to the foundation program before State Equalization aid is given, it will mean that the latter will be a smaller amount than in former years. This is also due to the fact that the foundation program schedules are the same and added enrollments have not increased the total much over 1951-52. Another reason for the smaller equalization payment from the State is that the taxable valuation of all property rose from \$492,416,991 to \$530,115,789. This adds more to the 5-mill district and 10-mill county levies, which are used against the foundation program needs before State Equalization aid is given.

One can well inquire why only \$4,722,620 is shown above from the Interest and Income Fund when possibly over \$7,500,000 will be distributed from this fund in February, 1953. It is necessary for the State Superintendent of Public Instruction to inform school districts what amount to estimate from this fund before budget time in the Spring of each year. This year they were advised to anticipate \$33.00 per census child, an amount that was in sight at that time given average growing conditions for crops, etc., and anticipating average income from other sources than oil leases. We figured in oil lease money



Elementary Building—Chester



A.C.A.A. Approved Classroom—Helena High School

up to that time, although we were certain other oil lease money would be forthcoming. However, we could not advise anticipating a higher figure on guess work. Consequently, although school districts anticipated I & I funds at \$33.00 per census child, and will apply a total of approximately \$4,722,620 against the needs of the foundation program, they will actually, from information now available from the State Department of Lands and Investments, receive in the neighborhood of \$7,500,000. The difference between this sum and that anticipated will remain as a cash balance in school districts' general funds and be used to reduce local levies for 1953-54.

Aside from the Interest and Income money from the State, the latter will equalize foundation programs by approximately \$3,820,000 from the Public School Equalization Fund. This fund is made up of revenue from 25% of the individual income tax, 25% of the Corporation License Tax, an appropriation from the General Fund and income from U. S. Oil and Gas Royalties. It is estimated that this fund will contain around \$7,500,000. After deducting the State's share of school

transportation costs and deductions required by law for other educational and administration purposes, there will remain some \$6,500,000. Subtracting the \$3,820,000 required to equalize the Foundation Program, there will remain a balance at the end of the year around \$2,500,000. This balance will about equal the Constitutionally earmarked Income and Corporation funds plus the revenue from the United States oil and gas royalties and part of the income tax balance remaining from the school year 1951-52. As such this balance does not revert to the State General Fund, but will remain in the State Public School Equalization Fund and be available for 1953-54.



Obsolete?—but still in use

terminated by the amount stated in the budget. It has been hard for many people to understand that, with hundreds and thousands of dollars in cash balances over and above Reserve and outstanding warrants, the district must still vote additions to the budget in order to be able to spend any of this excess cash. The reason for this is the law which provides that a school district, or any other governmental agency for that matter, cannot spend in excess of the approved budget. In other words, the spending power of the district is determined by this approved budget. Once this maximum budget has been set, then it may be that excess cash on hand will be sufficient to take care of a good share of the district's responsibilities without necessitating the levying of taxes. Since the expenditures approved in the budget must be matched by anticipated revenue, and since tax collections and other anticipated revenue collections have been good in the past few years, the Reserve set up by each district should be intact by the end of the budget year. If this is not true it means that required levies have not been set, anticipated revenue has been over-estimated, the distribution of revenue to districts has been miscalculated, or the approved budget has been overspent.



Poor Maintenance

Use of Cash Balances

In former years cash balances of school districts were the source of much concern due to the fact that there was no systematic attempt made to keep track of where such balances were used. Some school districts used them against the needs of the district, while others placed them in

Reserve Funds

Every school district in Montana is allowed to keep up to 35% of its general fund budget on hand as a Reserve. The purpose of this Reserve is to have money on hand with which to pay obligations until taxes come in or other revenue is received, thereby staying on a cash basis and avoiding the registration of warrants and payment of interest on the same. This Reserve at the present time amounts to \$7,180,826 for all school districts of the State.

The Reserve is not an additional amount of money to spend, as spending power of any district, as with any county or city, is de-

building funds and still others did not account for them in any way. The law concerning cash balances has been changed since 1951 and at the present time all cash balances shown on June 30, after legal Reserves and outstanding warrants have been subtracted, must be used to reduce the levy needed on the district for expenditures above the foundation program or for the deficiency in the State's contribution to the foundation program. With good tax collections in the past number of years and with more money coming in from other sources than was anticipated, these cash balances have become an important source of revenue for district tax reduction purposes. We find that in 1952-53, these cash balances are responsible for the tax reductions up to 20 mills in certain districts.

Aid from State Limited

In 1951 the Legislative Assembly passed two amendments to the minimum foundation program law. One of these stated that no district could receive more than 50% of its foundation program from the State in the form of I & I money and state equalization funds. Due to the fact that the State did not have sufficient funds in 1949-50, 1950-51 and 1951-52 to completely balance all foundation programs, this 50% limitation did not affect too many districts. However, in budgeting for the school year 1952-53, sufficient funds will be available for the State to equalize all foundation programs up to 100%. With this prospect, it seems unfair that certain school districts should be limited in the amount of State aid received.



Kindergarten—Bozeman



Multi-purpose Room—Bozeman

The second limitation passed by the Legislative Assembly in 1951 concerned the amount that could be raised above the foundation program without a vote of the people. This amendment provided that elementary school districts could raise 30% of the foundation program without a vote of the people, unless 15-mills was reached first. It also stated that high schools could raise either the 25% or 30%, without a vote, unless 10-mills was reached first. This means that a severe handicap was placed on the poorer school district and made it necessary for many of these to go to the people for extra funds in an election. In fairness to certain school districts which do not have high property valuations, the 50% and 15 and 10-mill limitations should be repealed.

In 1951-52 and 1952-53 we find that the school districts classified according to the categories of the foundation program, took the permissive levies and voted extra funds as follows:

ELEMENTARY

A.N.B.	No. Schools		% Taking Full Permissive Levy		% Voting	
	1951-52	1952-53	1951-52	1952-53	1951-52	1952-53
1-8	328	367	55%	77%	22%	77%
9-17	266	256	54%	80%	21%	41%
18-30	106	102	26%	78%	25%	40%
31-100	157	144	59%	72%	31%	47%
101-200	51	55	55%	65%	35%	38%
201-300	29	27	48%	59%	10%	19%
301-500	14	15	43%	40%	14%	20%
Over 500	24	23	54%	83%	17%	48%

HIGH SCHOOL

1-60	86	83	89%	92%	54%	61%
61-100	34	28	71%	82%	32%	46%
101-200	32	36	84%	89%	25%	28%
201-300	13	13	92%	100%	31%	60%
301-650	10	9	80%	100%	20%	44%
Over 650	7	7	85%	83%	29%	30%

All school districts in Montana took 25.3% of their elementary foundation programs through permissive levies, and obtained 11.1% of all programs through a voted levy. The corresponding figures for all high schools is 25.02% and 15.0%.

From these figures it can readily be seen that the foundation program, which was set up in 1949, is insufficient to meet the needs of most of the school districts in Montana at the present time. Legislation should be passed in order to make it possible for school districts to offer an approved educational program to its increased schol populations without the need of holding elections.



**Improper Original Construction—
Aggravated by poor
maintenance**

SOURCES OF PUBLIC SCHOOL REVENUE

Local	1950-51	1951-52
District Levies	\$ 8,851,814	\$10,388,647
County Levies	10,013,484	10,621,056
High School District	1,272,622	1,667,604
TOTALS	\$20,137,920	\$22,677,307
Other Local Revenue	6,021,646	4,909,992
(Sale Bonds, Insurance, etc.)		
State		
Equalization	\$ 5,545,370	\$ 5,402,906
Interest and Income	1,956,720	2,766,455
Transportation and Vocational	673,801	699,595
TOTALS	\$ 8,175,891	\$ 8,868,956
Federal		
Forest Reserve	\$ 68,964	109,950
Taylor Grazing	9,573	10,802
Indian Funds	379,481	379,482
School Lunch	169,854	193,100
Vocational	128,094	128,030
TOTALS	\$ 755,966	\$ 821,364
Balance on hand July 1, 1950 and 1951	\$13,183,250	7/1/51 \$12,683,279
Veterans Training (Federal)	868,898	906,724
TOTAL AMOUNT AVAILABLE	\$49,143,571	\$50,867,622



Adult Night School
Class in Art—
Custer County Junior
College

RECEIPTS AND EXPENDITURES — STATE PUBLIC SCHOOL EQUALIZATION FUND

RECEIPTS

1950-51		1951-52
\$ 1,108,505.49	25% Individual Income Tax	\$ 1,331,597.53
1,956,719.68	Interest and Income Fund	2,766,455.00
652,240.74	25% Corporation License Tax	570,898.47
4,300,000.00	Appropriation from General Fund	4,665,000.00
350,617.01	U. S. Oil and Gas Royalties	286,172.05
170,680.85	Balance beginning of year	309,891.41
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\$ 8,538,763.77	Total Receipts	\$ 9,930,014.46

EXPENDITURES*

1950-51		1951-52
\$ 5,523,773.45	Equalization on Foundation Prog.	\$ 5,424,502.91
636,132.53	Transportation	689,114.05
1,956,719.68	Interest and Income Fund	2,766,455.00
112,246.70	Other Divisions of Govt. **	113,447.02
309,891.41	Balance on hand end of year	936,495.48
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\$ 8,538,763.77	Total Expenditures for Year	\$ 9,930,014.46

** This payment is to various divisions of Montana government in payment for services in matters concerning school finance and special services, and included:

	1951-52	1952-53
Board of Education	\$ 7,000.00	\$ 7,000.00
Textbooks for the Blind	1,977.68	
Income Tax Division	29,473.00	30,351.00
Corporation Tax Division	3,669.00	3,669.00
School Lunch	18,030.00	15,030.00
Correspondence School	36,225.00	35,875.00
Visual Education	21,200.00	21,200.00
<hr/>		<hr/>
Totals	\$117,574.68	\$113,125.00

* The apparent differences in these figures with those in the previous table are due to outlays for one year actually disbursed in the previous fiscal year.

Home Economics
Room—Froid



OTHER STATISTICAL DATA

The birth rate in Montana has continued its upward climb begun in 1946, as is indicated by the following figures:

Year	Number of Births*	Year	Number of Births
1920	11,862	1944	10,765
1930	10,004	1945	10,403
1935	10,029	1946	12,661
1940	11,468	1947	14,770
1941	11,513	1948	14,992
1942	11,588	1949	15,359
1943	11,258	1950	15,404
		1951	15,595

* Figures from Montana State Board of Health.

JUNIOR COLLEGES

Junior colleges may be established in school districts operating accredited high schools by action of county high school boards or district high school boards, when petitioned by not less than twenty-five per cent of the registered voters of the county, or district. This action may also be taken by said boards on their own volition. The board so petitioned shall send the request to the state superintendent of public instruction, who may make an independent investigation of the desirability of granting such petition. When approved by the state superintendent, the board concerned shall submit the question of the establishment of a junior college to the registered voters of the county or district, whichever is concerned.

Two junior colleges have been established in Montana and are operated in conjunction with the high schools concerned. These are the Custer County Junior College at Miles City and the Dawson County Junior College in Glendive. The enrollments in these two junior colleges in 1951-1952 were 54 and 35 respectively.

PRIVATE SCHOOLS

Montana had 61 private elementary schools enrolling 9,929 pupils in 1951-52, and 21 private high schools, enrolling 2,354 pupils.

STATE CORRESPONDENCE SCHOOL

The State Department of Public Instruction operates a **Correspondence School** at the State University at Missoula. The courses offered are for those boys and girls, (1) who because of remoteness or inability are unable to attend a regular high school, (2) students who need subjects not offered in a regular high school, and (3) homebound, incapacitated or isolated children who are unable to attend a regular elementary or high school, and (4) non-citizens who are unable to attend established classes for preparation for citizenship.

Enrollments in this school for the two years of this report were:

	1950-51	1951-52
High School Students....	494	506
Elementary Students	176	130
Noncitizens	78	87

Reimbursement For Indian Pupils

Districts educating Indian pupils are given Federal financial assistance. In 1950-51, 43 school districts, educating 2,947

Indian pupils, were given Federal reimbursements of \$389,081.25. In 1951-52 the corresponding figures were 46, 3,058 and \$379,482.00.



Adult Telegraphy Class—Custer Co. Jr. C.

SCOPE OF TRASPORTATION

	1950-51	1951-52
Number of pupils transported by bus	20,935	22,132
Number of pupils transported individually	6,213	5,940
Number of pupils receiving board and room (in lieu of transportation) ...	1,508	1,778
Number of school-owned busses	223	240
Number of contract busses	462	451
Reimbursement of 1/3 of schedule by State	\$673,801.24	\$674,791.09

SCOPE OF SCHOOL LUNCH PROGRAM

	1950-51	1951-52
Number of lunch programs in operation	206	219
Number of lunches served	3,331,298	4,212,052
Number of free lunches served	184,268	153,044
Average daily participation	20,836	24,105

GRADUATES

Montana public elementary schools graduated 7,680 from the eighth grades in 1951 and 7,866 in 1952. In the same years there were 5,124 and 5,049 high school graduates.

SCOPE OF VOCATIONAL EDUCATION*

	1950-51 No. of Departments	1950-51 Enrollment	1951-52 No. of Departments	1951-52 Enrollment
Vocational Agriculture	53	2,324	58	2,450
Home Economics	55	3,138	53	3,277
Trade and Industrial Education (Incl. adult)	20	1,191	21	1,050
Distributive Education	8	380	7	354
Guidance	3	-----	4	-----
Adult Vocational Education Institutional On-Farm Training	121	3,575	110	2,329
Fireman Training	-----	1,014	-----	522
Rural Electrification	-----	182	-----	179

* Reimbursed Programs.

CITIZENSHIP — LEADERSHIP

	1950-51 Enrollment	1951-52 Enrollment
Future Farmers of America	1,957	2,212
Future Homemakers of America	2,214	2,306
D E C A	-----	290
	4,171	4,708
Adult Classes in Homemaking	300	381
Young Farmer	18	40

VISUAL EDUCATION

	1951-52
Number films in Library (6/30/52)	Titles—2,908
Total of all films by reels	3,975
Value (at \$45.00 per reel)	\$178,875
Average number of films shipped per week	766
Contributions by schools in lieu of rentals	\$13,185
Commercial cost if same films rented elsewhere	\$124,227
The Film Library received an appropriation from the State General Fund for 1951-52 of	\$21,500

SUMMARY OF REVENUE BY SOURCES, 1950-51

County	Local	State	Federal	Balance on Hand July 1, 1950	Total Revenue Available
Beaverhead.....	\$ 276,771.37	\$ 72,064.10	\$ 7,223.37	\$ 150,136.55	\$ 506,195.39
Big Horn.....	325,575.00	161,394.71	62,655.60	239,798.10	789,423.41
Blaine.....	300,379.82	196,022.36	56,664.52	190,598.98	743,665.68
Broadwater.....	155,794.84	35,946.87	623.67	58,286.55	250,651.93
Carbon.....	599,116.54	165,005.17	14,358.70	184,775.54	963,255.95
Carter.....	106,825.86	94,112.75	1,659.61	57,245.81	259,844.03
Cascade.....	3,103,961.08	420,952.95	24,682.30	2,033,925.09	5,583,521.42
Chouteau.....	444,071.61	87,262.24	5,181.18	226,148.63	762,663.66
Custer.....	343,713.72	155,573.04	5,017.04	179,563.77	683,867.57
Daniels.....	375,985.76	95,975.16	2,161.58	110,791.79	584,914.29
Dawson.....	343,025.44	166,628.57	803.25	164,065.46	674,522.72
Deer Lodge.....	459,476.59	85,457.49	5,510.91	175,921.04	726,366.03
Fallon.....	219,577.87	68,449.69	834.55	116,803.40	405,665.51
Fergus.....	650,070.63	172,865.71	7,311.86	568,083.87	1,398,332.07
Flathead.....	2,197,484.62	583,590.82	17,484.04	263,396.22	3,061,955.70
Gallatin.....	783,158.49	225,720.67	14,250.91	313,652.86	1,336,782.93
Garfield.....	100,053.24	52,343.20	1,277.85	57,651.64	211,325.93
Glacier.....	453,078.55	68,800.50	115,938.19	432,402.49	1,070,219.73
Golden Valley.....	94,387.69	14,508.42	1,126.26	30,984.39	141,006.76
Granite.....	137,436.21	25,662.98	3,130.74	58,136.44	224,366.37
Hill.....	483,683.60	164,618.98	10,400.47	223,589.32	882,292.37
Jefferson.....	237,469.99	67,410.12	3,992.72	58,077.99	366,950.82
Judith Basin.....	257,787.89	22,872.50	5,387.84	80,888.54	366,936.77
Lake.....	697,318.49	332,956.51	48,500.79	323,331.07	1,402,106.86
Lewis and Clark.....	951,200.50	169,271.73	13,065.29	380,121.04	1,513,658.56
Liberty.....	299,660.58	28,882.17	366.41	54,582.21	383,491.37
Lincoln.....	442,889.91	219,039.87	23,618.22	142,541.58	828,089.58
Madison.....	260,480.99	122,096.38	9,486.64	89,678.02	481,742.03
McCone.....	114,875.48	78,627.65	328.76	102,895.74	296,727.63
Meagher.....	99,952.12	11,269.06	2,109.17	26,333.67	139,664.02
Mineral.....	170,027.84	32,734.22	2,672.05	87,703.40	293,137.51
Missoula.....	1,016,249.82	430,993.56	14,717.30	1,056,213.28	2,518,173.96
Musselshell.....	227,240.94	85,467.04	1,831.29	86,732.21	401,271.48
Park.....	585,583.13	201,266.32	6,612.51	231,659.35	1,025,121.31
Petroleum.....	48,165.70	10,403.09	2,252.77	25,819.43	86,640.99
Phillips.....	304,292.80	123,779.20	16,201.67	152,256.01	596,529.68
Pondera.....	479,091.07	88,716.39	11,873.74	362,369.20	942,050.40
Powder River.....	111,120.32	50,391.22	3,286.35	75,029.64	239,827.53
Powell.....	511,460.01	64,362.59	3,890.91	135,842.47	715,555.98
Prairie.....	100,260.01	23,355.82	97.13	48,940.73	172,653.69
Ravalli.....	569,865.65	302,437.17	20,260.95	376,503.58	1,269,067.35
Richland.....	415,062.25	251,495.37	3,307.21	334,846.29	1,004,711.12
Roosevelt.....	664,426.37	223,346.73	82,387.82	268,737.89	1,238,898.81
Rosebud.....	338,751.59	66,725.28	16,227.36	217,927.55	639,631.78
Sanders.....	355,264.18	169,200.46	18,583.22	99,952.39	643,000.25
Sheridan.....	455,133.84	164,520.86	10,010.17	213,001.59	842,666.46
Silver Bow.....	975,787.74	333,480.57	4,676.78	188,704.09	1,502,649.18
Stillwater.....	261,823.92	99,597.89	6,779.21	157,210.98	525,412.00
Sweet Grass.....	190,809.65	57,440.93	3,108.26	76,744.89	328,103.73
Teton.....	710,871.64	134,041.17	8,777.42	264,706.75	1,118,396.98
Toole.....	822,043.54	63,934.80	4,165.88	190,214.83	1,080,359.05
Treasure.....	69,043.70	28,227.84	994.42	33,090.25	131,356.21
Valley.....	494,595.73	245,615.02	28,850.89	308,361.69	1,077,423.33
Wheatland.....	174,149.60	26,909.42	2,108.14	54,537.49	257,704.65
Wibaux.....	87,574.63	44,016.27	.....	40,195.51	171,786.41
Yellowstone.....	1,574,503.26	688,048.96	17,140.86	1,001,541.31	3,281,234.39
The STATE.....	\$27,028,463.41 *	\$ 8,175,890.56	\$755,966.75	\$13,183,250.60	\$49,143,571.32

*Includes Veterans'-Training Funds.

SUMMARY OF REVENUE BY SOURCES, 1951-1952

Counties	Local	State	Federal	Balance on Hand July 1, 1951	Total Revenue Available
Beaverhead.....	\$ 137,278.73	\$ 74,333.74	\$ 19,538.64	\$ 55,769.86	\$ 286,920.97
Big Horn.....	440,130.39	154,377.68	92,481.08	187,047.89	874,037.04
Blaine.....	306,690.77	201,862.12	90,361.79	202,643.93	801,558.61
Broadwater.....	147,458.92	28,649.00	8,269.52	55,348.84	239,726.28
Carbon.....	623,122.55	162,078.26	57,057.55	194,597.44	1,036,855.80
Carter.....	107,990.35	76,926.63	20,236.82	100,740.52	305,894.32
Cascade.....	2,416,963.90	480,169.59	49,453.10	2,070,833.54	5,017,420.13
Chouteau.....	512,566.36	101,698.46	23,019.44	171,529.98	808,814.24
Custer.....	353,179.33	158,303.45	20,855.38	222,435.55	754,773.71
Daniels.....	256,473.93	96,170.11	19,327.51	133,162.01	505,133.56
Dawson.....	338,515.05	195,077.95	13,221.38	197,920.87	744,735.25
Deer Lodge.....	414,869.93	102,115.89	5,301.33	188,764.40	711,051.55
Fallon.....	161,076.45	70,732.38	19,975.88	112,199.40	363,984.11
Fergus.....	834,527.65	192,312.47	19,572.89	429,029.47	1,475,442.48
Flathead.....	1,219,970.62	646,015.80	44,616.19	495,558.52	2,406,161.13
Gallatin.....	1,176,155.34	260,380.13	44,518.92	416,257.40	1,897,311.79
Garfield.....	90,176.45	61,481.71	12,130.31	65,947.77	229,736.24
Glacier.....	614,895.34	94,193.00	155,482.93	274,751.99	1,139,323.26
Golden Valley.....	89,607.17	13,548.83	1,252.84	37,393.73	141,802.57
Granite.....	156,970.76	35,730.94	7,196.39	60,378.15	260,276.24
Hill.....	579,968.28	177,550.29	28,123.19	230,226.58	1,015,868.34
Jefferson.....	250,478.77	69,322.21	11,595.53	89,262.68	420,659.19
Judith Basin.....	267,344.72	27,539.08	19,081.88	81,987.85	395,953.53
Lake.....	803,535.89	351,696.02	87,657.59	298,838.27	1,541,727.77
Lewis and Clark.....	980,667.26	210,105.17	30,731.16	472,305.05	1,693,808.64
Liberty.....	176,250.83	28,676.35	7,669.92	80,465.98	293,063.08
Lincoln.....	382,796.42	228,269.45	43,545.65	191,156.27	845,767.79
Madison.....	298,950.03	127,027.33	21,958.09	111,285.99	559,221.44
McCone.....	153,894.21	67,085.21	15,858.73	123,566.79	360,404.94
Meagher.....	117,988.50	14,068.94	6,001.40	28,875.20	166,934.04
Mineral.....	179,914.21	41,965.95	9,270.95	55,769.86	286,920.97
Missoula.....	1,216,842.07	500,924.74	21,358.57	538,932.02	2,278,057.40
Musselshell.....	219,693.66	99,433.01	6,653.70	117,807.61	443,587.98
Park.....	472,646.98	194,594.05	22,462.90	276,711.39	966,415.32
Petroleum.....	72,836.82	11,194.61	2,855.91	25,523.67	112,411.01
Phillips.....	307,118.25	130,359.86	54,383.10	174,000.76	665,861.97
Pondera.....	567,984.54	101,350.37	32,062.85	181,980.80	883,378.56
Powder River.....	98,333.76	52,672.57	18,594.49	76,127.62	245,728.44
Powell.....	293,617.55	74,359.55	18,015.05	163,298.91	549,291.06
Prairie.....	184,754.17	25,464.26	8,499.94	49,030.93	267,749.30
Ravalli.....	474,753.82	323,623.69	51,133.42	235,915.85	1,085,426.78
Richland.....	406,656.97	273,955.69	19,053.15	220,128.40	919,794.21
Roosevelt.....	976,853.48	251,908.05	110,190.25	302,586.75	1,641,538.53
Rosebud.....	331,691.61	70,200.27	53,575.19	138,436.12	593,903.19
Sanders.....	377,574.58	185,609.49	41,527.65	125,888.48	730,600.20
Sheridan.....	355,558.23	175,079.46	19,554.94	218,029.62	768,222.25
Silver Bow.....	1,178,447.95	380,903.86	10,938.46	197,523.21	1,767,813.48
Stillwater.....	262,046.01	121,541.51	28,679.53	138,334.69	550,601.74
Sweet Grass.....	200,120.18	57,531.06	20,030.61	100,207.40	377,889.25
Teton.....	463,923.14	125,667.63	31,751.00	491,773.52	1,113,115.29
Toole.....	683,362.34	86,666.53	7,745.28	180,969.17	958,743.32
Treasure.....	276,491.45	25,656.67	10,525.84	35,018.63	347,692.59
Valley.....	717,239.45	258,269.01	65,408.77	215,504.90	1,256,422.13
Wheatland.....	167,566.43	28,843.52	12,772.30	34,932.12	244,114.37
Wibaux.....	93,794.34	48,838.63	3,560.87	49,891.97	196,085.81
Yellowstone.....	2,596,980.26	714,845.78	51,390.17	958,672.43	4,321,888.64
Totals.....	\$27,587,297.15	\$ 8,868,958.01	\$ 1,728,087.92*	\$12,683,278.75	\$50,867,621.83

*Includes Veterans Training Funds.

DISTRIBUTION OF STATE FUNDS TO SCHOOLS, 1950-51

County	Equalization	Elementary	High School	I & I	Transportation	Total
Beaverhead	\$ 47,631.84	\$ 47,631.84	\$ _____	\$ 18,949.07	\$ 5,483.19	\$ 72,064.10
Big Horn	96,892.80	76,090.80	20,802.00	48,204.73	16,297.18	161,394.71
Blaine	142,500.68	111,305.40	31,195.28	36,918.48	16,603.20	196,022.36
Broadwater	19,196.05	6,159.05	13,037.00	10,226.04	6,524.78	35,946.87
Carbon	113,487.88	70,534.08	42,953.80	32,892.48	18,624.81	165,005.17
Carter	79,364.94	69,807.05	9,557.89	10,145.52	4,602.29	94,112.75
Cascade	245,094.86	245,094.86	_____	148,948.81	26,909.28	420,952.95
Chouteau	48,179.11	48,179.11	_____	21,619.65	17,463.48	87,262.24
Custer	105,597.31	78,362.08	27,235.23	44,044.53	5,931.20	155,573.04
Daniels	71,347.85	51,431.48	19,916.37	14,292.33	10,334.98	95,975.16
Dawson	126,704.16	94,948.71	31,755.45	30,758.70	9,165.71	166,628.57
Deer Lodge	36,738.00	_____	36,738.00	42,836.73	5,882.76	85,457.49
Fallon	50,717.37	40,328.63	10,388.74	13,366.32	4,366.00	68,449.69
Fergus	109,659.98	105,403.48	4,256.50	44,836.31	18,369.42	172,865.71
Flathead	458,849.26	309,266.30	149,582.96	105,575.35	19,166.21	583,590.82
Gallatin	143,766.20	108,992.83	34,773.37	62,577.58	19,376.89	225,720.67
Garfield	42,126.45	39,904.00	2,222.45	7,313.90	2,902.85	52,343.20
Glacier	10,366.70	10,366.70	_____	43,386.95	15,046.85	68,800.50
Golden Valley	6,983.88	6,983.88	_____	4,522.54	3,002.00	14,508.42
Granite	11,400.00	10,072.00	1,328.00	9,179.28	5,083.70	25,662.98
Hill	103,548.39	80,717.39	22,831.00	48,915.99	12,154.60	164,618.98
Jefferson	44,129.06	33,791.19	10,337.87	11,031.24	12,249.82	67,410.12
Judith Basin	_____	_____	_____	11,165.44	11,707.06	22,872.50
Lake	245,942.51	144,994.67	100,947.84	57,545.08	29,468.92	332,956.51
Lewis and Clark	75,327.53	75,327.53	_____	71,314.03	22,630.17	169,271.73
Liberty	18,117.31	18,117.31	_____	7,783.60	2,981.26	28,882.17
Lincoln	163,462.20	122,439.20	41,023.00	32,087.28	23,490.39	219,039.87
Madison	90,951.52	51,673.53	39,277.99	17,553.39	13,591.47	122,096.38
McCone	60,689.22	46,837.16	13,852.06	11,259.38	6,679.05	78,627.65
Meagher	_____	_____	_____	6,079.26	5,189.80	11,269.06
Mineral	20,226.58	18,344.77	1,881.81	7,152.86	5,354.78	32,734.22
Missoula	312,396.50	241,893.20	70,503.30	105,629.04	12,968.02	430,993.56
Musselshell	65,453.13	49,214.51	16,238.62	15,526.97	4,486.94	85,467.04
Park	155,009.60	109,290.60	45,719.00	36,073.02	10,183.70	201,266.32
Petroleum	5,892.94	5,892.94	_____	3,193.96	1,316.19	10,403.09
Phillips	88,095.73	72,406.70	15,689.03	26,987.68	8,695.79	123,779.20
Pondera	52,211.19	52,211.19	_____	25,820.11	10,685.09	88,716.39
Powder River	38,144.18	38,144.18	_____	8,441.18	3,805.86	50,391.22
Powell	32,463.64	32,463.64	_____	18,653.83	13,245.12	64,362.59
Prairie	8,913.71	8,913.71	_____	7,931.22	6,510.89	23,355.82
Ravalli	235,328.69	141,017.42	94,311.27	46,822.47	20,286.01	302,437.17
Richland	200,078.89	131,170.72	68,908.17	37,898.14	13,518.34	251,495.37
Roosevelt	158,962.20	107,984.20	50,978.00	45,306.01	19,078.52	223,346.73
Rosebud	28,429.37	28,429.37	_____	21,901.47	16,394.44	66,725.28
Sanders	122,893.07	88,052.19	34,840.88	24,907.55	21,399.84	169,200.46
Sheridan	124,299.50	82,511.50	41,788.00	23,619.23	16,602.13	164,520.86
Silver Bow	189,775.94	153,221.21	36,554.73	138,736.19	4,968.44	333,480.57
Stillwater	68,398.60	45,221.60	23,177.00	18,251.23	12,948.06	99,597.89
Sweet Grass	39,344.86	38,165.86	1,179.00	11,648.56	6,447.51	57,440.93
Teton	85,838.93	60,988.54	24,850.39	25,336.99	22,865.25	134,041.17
Toole	32,223.60	32,223.60	_____	22,706.67	9,004.53	63,934.80
Treasure	18,564.17	14,740.19	3,823.98	5,555.88	4,107.79	28,227.84
Valley	176,565.77	122,800.71	53,765.06	46,057.53	22,991.72	245,615.02
Wheatland	13,865.60	11,502.60	2,363.00	10,467.60	2,576.22	26,909.42
Wibaux	32,699.61	27,419.95	5,279.66	7,770.18	3,546.48	44,016.27
Yellowstone	470,520.58	440,989.32	29,531.26	188,994.12	28,534.26	688,048.96
The STATE	\$5,545,369.64	\$4,259,974.68	\$1,285,394.96	\$1,956,719.68	\$673,801.24	\$8,175,890.56

DISTRIBUTION OF STATE FUNDS TO SCHOOLS, 1951-52

	Equalization	Elementary	High School	I & I	Transportation	Total
Beaverhead.....	\$ 40,143.38	\$ 40,143.38	\$	\$ 27,152.43	\$ 6,947.93	\$ 74,243.74
Big Horn.....	70,849.00	57,493.00	13,356.00	66,542.32	16,896.36	154,287.68
Blaine.....	133,496.64	110,189.47	23,307.17	50,665.68	17,519.80	201,682.12
Broadwater.....	9,962.24	1,787.24	8,175.00	12,331.73	6,355.03	28,649.00
Carbon.....	96,578.75	58,264.67	38,314.08	45,216.35	19,923.16	161,718.26
Carter.....	55,922.00	55,922.00	.....	13,613.93	7,390.70	76,926.63
Cascade.....	237,989.47	237,989.47	.....	214,598.51	26,691.86	479,279.84
Chouteau.....	54,495.57	54,495.57	.....	30,056.23	16,876.66	101,428.46
Custer.....	92,923.37	69,131.95	23,791.42	57,585.78	6,939.87	157,449.02
Daniels.....	64,992.05	48,407.45	16,584.60	20,024.92	10,541.14	95,558.11
Dawson.....	141,392.56	115,473.89	25,918.67	44,066.13	9,619.26	195,007.95
Deer Lodge.....	31,207.00	.....	31,207.00	61,413.52	8,922.39	101,542.91
Fallon.....	48,486.08	47,559.81	926.27	18,139.33	4,016.97	70,642.38
Fergus.....	115,112.11	115,112.11	.....	60,828.99	16,281.37	192,222.47
Flathead.....	473,322.07	328,269.48	145,052.59	152,110.20	20,032.49	645,464.76
Gallatin.....	149,435.64	134,013.37	15,422.27	90,621.24	19,478.58	259,535.46
Garfield.....	48,596.00	48,596.00	.....	9,748.48	3,137.23	61,481.71
Glacier.....	16,126.00	16,126.00	.....	61,319.24	16,657.76	94,103.00
Golden Valley.....	4,089.89	4,089.89	.....	6,015.02	3,443.92	13,548.83
Granite.....	17,909.69	17,909.69	.....	13,199.10	4,622.15	35,730.94
Hill.....	93,438.92	87,393.34	6,045.58	70,916.87	13,194.50	177,550.29
Jefferson.....	39,299.77	32,074.68	7,225.09	15,348.67	14,005.64	68,654.08
Judith Basin.....	.....	.....	.....	15,273.25	11,485.83	26,759.08
Lake.....	241,181.20	140,383.52	100,797.68	76,554.78	30,396.39	348,132.37
Lewis and Clark.....	88,860.78	88,860.78	.....	102,010.19	19,184.20	210,055.17
Liberty.....	14,598.95	14,598.95	.....	10,747.84	3,329.56	28,676.35
Lincoln.....	161,600.00	124,651.00	36,949.00	47,139.64	19,529.81	228,269.45
Madison.....	84,963.73	51,553.18	33,410.55	25,191.43	14,213.16	124,368.32
McCone.....	44,740.05	44,740.05	.....	15,970.91	6,374.25	67,085.21
Meagher.....	.....	.....	.....	8,994.25	5,074.69	14,068.94
Mineral.....	25,566.87	21,046.79	4,520.08	10,370.72	6,028.36	41,965.95
Missoula.....	334,996.21	269,905.31	65,090.90	150,809.14	12,845.07	498,650.42
Musselshell.....	73,474.22	63,231.52	10,242.70	20,854.57	4,563.75	98,892.54
Park.....	134,137.00	115,376.00	18,761.00	50,835.39	9,398.66	194,371.05
Petroleum.....	6,064.80	6,064.80	.....	4,110.57	1,019.24	11,194.61
Phillips.....	84,156.00	72,417.00	11,739.00	37,051.76	9,062.10	130,269.86
Pondera.....	53,115.50	53,115.50	.....	36,806.63	10,277.04	100,199.17
Powder River.....	37,693.23	37,693.23	.....	11,106.10	3,873.24	52,672.57
Powell.....	34,849.14	34,849.14	.....	27,001.59	12,418.82	74,269.55
Prairie.....	8,558.45	8,558.45	.....	11,520.92	5,384.89	25,464.26
Ravalli.....	239,250.27	145,927.40	93,322.87	62,205.47	20,737.24	322,192.98
Richland.....	204,258.57	135,810.03	68,448.54	53,607.20	14,432.29	272,298.06
Roosevelt.....	167,593.00	113,399.00	54,194.00	64,977.28	18,575.26	251,145.54
Rosebud.....	23,827.59	23,827.59	.....	31,338.43	15,034.25	70,200.27
Sanders.....	126,363.01	90,950.82	35,412.19	37,523.15	21,104.95	184,991.11
Sheridan.....	127,408.00	89,618.00	37,790.00	32,243.52	14,547.94	174,199.46
Silver Bow.....	174,520.58	167,063.16	7,457.42	200,946.87	5,436.41	380,903.86
Stillwater.....	83,384.00	63,857.00	19,527.00	25,116.00	12,951.51	121,451.51
Sweet Grass.....	35,272.03	35,272.03	.....	16,612.01	5,647.02	57,531.06
Teton.....	69,939.26	55,894.76	14,044.50	33,865.12	21,683.25	125,487.63
Toole.....	45,684.00	45,684.00	.....	33,110.88	7,366.75	86,161.63
Treasure.....	13,747.11	11,449.90	2,297.21	7,466.92	4,442.64	25,656.67
Valley.....	171,875.69	118,443.66	53,432.03	64,091.05	21,732.27	257,699.01
Wheatland.....	10,936.00	10,936.00	.....	15,046.98	2,770.54	28,753.52
Wibaux.....	33,787.86	28,261.48	5,526.38	10,295.30	4,755.47	48,838.63
Yellowstone.....	410,735.42	400,039.73	10,695.69	274,145.31	29,619.47	714,500.20
TOTALS	\$5,402,606.72	\$4,363,922.24	\$1,038,984.48	\$2,766,455.84	\$674,791.09	\$8,844,153.65*

*An additional \$24,804.36 was distributed for Vocational Education.

DISTRIBUTION OF FEDERAL FUNDS TO SCHOOLS, 1950-51*

County	Indian	Vocational	Lunch	Veterans On-Farm	Taylor Grazing	Federal Forest
Beaverhead	\$	\$ 1,350.59	\$	11,269.52	\$ 158.18	\$ 5,714.60
Big Horn	55,171.76	610.35	6,873.49	28,569.39		
Blaine	48,414.16	2,612.06	5,191.06	30,863.35	447.24	
Broadwater				7,396.07	28.82	594.85
Carbon		4,004.92	7,611.35	42,171.52	766.94	1,975.49
Carter				18,746.06	1,077.68	581.93
Cascade	4,798.70	9,081.75	10,250.57	16,038.27		551.28
Chouteau		2,799.39	2,259.15	17,612.74	23.19	99.45
Custer		3,622.16	854.67	16,337.69	540.21	
Daniels		512.56	1,649.02	16,001.59		
Dawson		718.03		10,336.38	85.22	
Deer Lodge		2,130.61	2,827.20		2.12	550.98
Fallon		744.41		19,168.41	90.14	
Fergus		2,300.00	4,246.95	12,584.40	476.73	288.18
Flathead		7,000.96	5,014.81	12,110.04		5,468.27
Gallatin		8,676.74	3,349.66	29,203.39		2,224.51
Garfield				10,568.96	1,277.85	
Glacier	107,050.14	2,868.89	5,940.46	38,428.45		78.70
Golden Valley			1,036.23		16.62	73.41
Granite		964.29	199.33	2,497.03		1,967.12
Hill	6,261.51	2,508.94	1,630.02	16,063.40		
Jefferson		823.50	1,506.44	8,294.29	44.02	1,618.76
Judith Basin		1,646.32	2,830.72	15,577.92		910.80
Lake	27,256.78	6,345.21	14,465.85	41,317.65		432.95
Lewis and Clark		7,274.27	2,702.31	13,996.68		3,088.71
Liberty			366.41	5,389.93		
Lincoln		892.99	4,975.41	9,664.88		17,749.82
Madison		2,269.16	3,963.31	13,848.39	47.85	3,206.32
McCone				13,530.50	328.76	
Meagher			710.76			1,398.41
Mineral			1,484.79	4,354.41		1,187.26
Missoula	1,323.64	6,015.59	6,038.18	9,118.22		1,339.89
Musselshell		478.66	1,332.34	5,101.85	20.29	
Park		3,484.65		15,878.92		3,127.86
Petroleum		1,879.34		468.21	373.43	
Phillips	9,899.65		4,621.08	30,471.60	1,594.15	86.79
Pondera	5,438.89	2,412.36	3,690.85	20,375.52		331.64
Powder River			561.94	13,407.23	516.78	2,207.63
Powell		1,190.64	940.93	14,300.75		1,759.34
Prairie				8,606.05	97.13	
Ravalli		4,383.12	11,970.07	19,491.12		3,907.76
Richland		2,208.29	1,098.92	14,705.56		
Roosevelt	71,734.34	4,629.31	6,024.17	32,071.02		
Rosebud	12,101.75		3,278.02	26,143.85	222.93	624.66
Sanders	9,460.24	561.92	6,817.13	20,485.38		1,743.93
Sheridan	3,546.92	1,814.85	4,648.40	8,071.19		
Silver Bow		3,975.40		5,231.91	29.53	671.85
Stillwater		1,556.11	3,997.00	20,975.92		1,226.10
Sweet Grass		1,515.01	355.07	15,386.90		1,238.18
Teton		2,060.91	5,985.35	21,446.12		731.16
Toole		2,233.95	1,931.93	2,873.96		
Treasure			994.42	9,395.57		
Valley	17,022.77	5,085.86	5,435.95	35,366.51	1,306.31	
Wheatland		1,649.92	251.82	10,319.84	.80	205.60
Wibaux				1,842.75		
Yellowstone		9,200.40	7,940.46	25,420.72		
The STATE	\$379,481.25	\$128,094.39	\$169,854.00	\$868,897.98	\$ 9,572.92	\$ 68,964.19

* Besides the above Federal payments to the school districts, the Federal Government paid into the Public School Equalization Fund the sum of \$350,617.01 from United States Oil and Gas Royalties.

DISTRIBUTION OF FEDERAL FUNDS TO SCHOOLS, 1951-52*

County	Indian	Vocational	Lunch	Veterans On-Farm	Taylor Grazing	Federal Forest
Beaverhead.....	\$.....	\$ 1,927.20	\$.....	\$ 9,690.18	\$ 621.16	\$ 7,300.10
Big Horn.....	54,860.01	1,366.75	6,429.88	29,824.44	.....	.....
Blaine.....	51,457.10	3,130.56	4,384.86	30,992.98	396.29	.....
Broadwater.....	.....	.....	.....	7,491.71	116.65	661.16
Carbon.....	.....	4,891.16	8,796.22	40,315.81	193.51	2,860.85
Carter.....	.....	.....	.....	17,846.37	1,528.20	862.25
Cascade.....	4,216.09	9,200.28	17,642.32	17,512.11	.....	882.30
Chouteau.....	.....	4,387.83	2,268.79	16,183.15	20.50	159.17
Custer.....	.....	2,557.84	851.74	16,686.32	759.48	.....
Daniels.....	.....	48.44	2,312.52	16,966.55	.....	.....
Dawson.....	.....	799.92	.....	12,310.30	111.16	.....
Deer Lodge.....	.....	1,563.43	3,051.61	.....	8.35	677.94
Fallon.....	.....	877.50	.....	18,949.04	149.34	.....
Fergus.....	.....	2,284.63	3,258.27	13,253.74	315.03	461.22
Flahead.....	.....	8,038.52	10,913.72	12,964.83	.....	12,699.12
Gallatin.....	.....	9,487.90	3,376.65	29,422.42	.....	2,231.95
Garfield.....	.....	.....	.....	10,451.37	1,678.94	.....
Glacier.....	108,493.92	3,142.76	5,659.83	38,060.48	.....	125.94
Golden Valley.....	.....	.....	1,124.35	.....	11.00	117.49
Granite.....	.....	.....	440.38	4,028.03	.....	2,727.98
Hill.....	4,615.32	3,108.33	1,964.04	18,435.50	.....	.....
Jefferson.....	.....	760.00	1,356.92	7,530.70	172.62	1,775.29
Judith Basin.....	.....	965.63	2,298.17	14,360.39	.....	1,457.69
Lake.....	26,227.11	3,614.44	15,106.06	41,682.20	.....	1,027.78
Lewis and Clark.....	.....	10,164.15	2,539.16	13,625.91	.....	4,401.94
Liberty.....	.....	.....	454.27	7,215.65	.....	.....
Lincoln.....	.....	1,018.21	5,567.44	9,690.08	.....	27,269.92
Madison.....	.....	270.33	3,741.78	13,833.30	187.89	3,924.79
McCone.....	.....	.....	.....	15,426.22	432.51	.....
Meagher.....	.....	.....	765.61	3,122.78	.....	2,113.01
Mineral.....	.....	.....	1,535.29	4,279.50	.....	3,456.16
Missoula.....	1,353.19	2,821.06	6,323.19	7,470.40	.....	3,390.73
Musselshell.....	.....	.....	1,280.32	5,360.19	13.19	.....
Park.....	.....	3,290.83	347.57	15,562.90	.....	3,261.60
Petroleum.....	.....	.....	.....	2,608.81	247.10	.....
Phillips.....	12,085.30	1,701.56	4,884.48	34,163.78	1,409.07	138.91
Pondera.....	5,629.92	1,878.42	3,990.03	20,033.71	.....	530.77
Powder River.....	.....	.....	569.24	14,020.88	733.38	3,270.99
Powell.....	.....	1,031.78	1,156.68	12,665.23	.....	3,161.36
Prairie.....	.....	.....	.....	8,367.70	132.24	.....
Ravalli.....	.....	4,692.67	9,953.02	29,867.27	.....	6,620.46
Richland.....	.....	1,191.83	2,657.49	15,203.83	.....	.....
Roosevelt.....	65,673.53	4,262.80	6,606.26	33,647.66	.....	.....
Rosebud.....	18,998.66	.....	3,210.66	30,146.84	293.47	925.56
Sanders.....	8,923.91	568.98	6,413.14	19,715.00	.....	5,906.62
Sheridan.....	2,430.34	2,599.35	4,975.46	9,549.79	.....	.....
Silver Bow.....	.....	5,022.50	.....	5,036.38	115.84	763.74
Stillwater.....	.....	1,339.07	4,143.40	21,383.29	.....	1,813.77
Sweet Grass.....	.....	1,753.00	1,160.59	15,644.96	.....	1,472.06
Teton.....	.....	1,719.12	5,934.12	22,927.58	.....	1,170.18
Toole.....	.....	1,803.25	1,588.69	4,353.34	.....	.....
Treasurer.....	.....	.....	742.33	9,783.51	.....	.....
Valley.....	14,517.60	7,213.34	5,314.78	37,208.02	1,155.03	.....
Wheatland.....	.....	1,992.80	224.59	10,225.32	.54	329.05
Wibaux.....	.....	.....	.....	3,560.87	.....	.....
Yellowstone.....	.....	9,541.63	15,784.08	26,064.46	.....	.....
Total.....	\$379,482.00	\$128,029.80	\$193,100.00	\$906,723.78	\$ 10,802.49	\$109,949.85

* \$286,172.05 paid into State Equalization Fund from United States Oil and Gas Royalties.

EXPENDITURES BY COUNTIES, 1950-51

County	General Control	Salaries	Supplies For Instruc.	Op. & Main	Trans.	Fixed Charges
Beaverhead.....	\$ 24,212.51	\$ 162,562.72	\$ 17,130.63	\$ 51,813.12	\$ 19,078.29	\$ 3,072.80
Big Horn.....	20,121.22	253,176.35	11,017.33	82,870.54	57,365.31	2,378.81
Blaine.....	30,092.16	276,249.31	21,063.70	60,308.49	59,445.88	7,343.73
Broadwater.....	8,933.13	79,190.56	4,989.07	24,803.47	22,961.18	2,656.94
Carbon.....	52,661.79	299,929.99	23,887.64	86,920.49	64,911.73	19,853.77
Carter.....	9,668.93	102,269.06	5,917.45	20,415.29	22,828.71	2,024.02
Cascade.....	73,414.75	1,160,136.47	84,338.49	283,480.58	99,297.65	72,102.20
Chouteau.....	27,524.41	247,178.91	15,493.45	69,291.72	53,527.41	50,163.75
Custer.....	28,959.27	280,918.85	20,242.04	71,813.45	22,365.30	3,665.23
Daniels.....	15,742.19	134,322.67	12,723.89	41,640.75	33,402.23	3,795.55
Dawson.....	25,083.78	275,718.43	13,720.56	59,434.17	24,784.41	19,616.31
Deer Lodge.....	23,502.45	259,102.02	12,739.11	110,924.17	23,577.09	7,817.94
Fallon.....	11,558.42	131,186.14	7,547.05	29,215.18	14,236.22	3,517.00
Fergus.....	46,647.66	435,874.01	29,449.59	93,740.47	47,976.43	13,357.53
Flathead.....	65,075.37	762,627.16	50,584.01	195,513.14	82,651.39	24,873.40
Gallatin.....	23,379.33	526,975.85	35,237.99	123,943.89	57,694.24	27,627.88
Garfield.....	7,158.03	89,590.47	5,474.72	16,775.01	9,472.25	3,733.23
Glacier.....	11,529.45	296,146.30	27,884.55	74,621.40	48,020.89	9,670.48
Golden Valley.....	9,589.73	49,576.15	3,746.89	13,213.05	3,501.66	3,043.09
Granite.....	15,299.95	80,982.68	6,157.45	27,263.56	13,861.89	1,456.13
Hill.....	30,946.10	383,426.80	20,041.11	97,760.98	37,570.61	7,580.17
Jefferson.....	9,999.08	125,396.08	12,436.73	37,163.78	42,828.67	2,161.41
Judith Basin.....	18,263.66	125,020.31	7,518.63	34,924.18	29,824.08	3,411.96
Lake.....	21,818.83	418,106.93	40,823.40	103,679.30	119,387.84	15,934.34
Lewis and Clark.....	27,143.51	539,807.90	58,422.71	167,206.55	63,775.86	23,032.77
Liberty.....	6,119.49	90,659.60	5,621.04	28,075.37	8,202.69	2,065.69
Lincoln.....	16,091.79	253,864.17	18,002.72	74,010.34	70,000.97	8,846.32
Madison.....	30,064.43	159,746.86	16,907.32	49,949.87	43,669.55	4,327.22
McCone.....	2,933.57	106,124.90	6,822.67	23,681.58	22,285.09	3,069.62
Meagher.....	6,368.84	59,714.92	7,564.95	10,955.30	14,418.79	671.18
Mineral.....	11,698.20	102,350.96	7,933.97	33,570.88	14,395.90	6,197.62
Missoula.....	51,917.55	720,108.31	62,784.14	164,310.42	47,823.83	10,443.55
Musselshell.....	15,199.94	148,056.08	9,544.32	49,892.69	18,424.93	2,737.75
Park.....	36,088.19	321,296.19	18,699.68	69,898.37	30,796.70	20,589.82
Petroleum.....	2,629.98	36,988.50	3,741.90	7,554.58	4,172.73	1,975.65
Phillips.....	23,951.06	219,484.23	12,622.13	60,231.67	25,375.69	8,446.92
Pondera.....	20,395.40	203,133.82	15,908.27	49,091.24	29,607.72	11,902.70
Powder River.....	2,948.06	104,848.81	6,111.81	20,083.53	12,499.13	4,416.77
Powell.....	17,151.87	164,736.14	13,063.15	44,898.96	45,856.25	10,483.82
Prairie.....	5,251.76	63,109.99	3,528.76	17,438.54	18,319.77	3,917.06
Ravalli.....	42,578.46	347,834.45	26,215.09	90,051.88	80,352.06	10,551.85
Richland.....	29,655.55	341,850.84	20,474.35	83,060.37	40,906.35	7,655.57
Roosevelt.....	53,981.89	339,232.36	21,781.09	89,139.22	53,426.59	8,357.62
Rosebud.....	29,450.05	165,179.90	14,372.04	54,323.91	44,311.82	6,719.75
Sanders.....	34,308.66	222,142.09	20,211.37	77,964.34	76,312.93	13,673.90
Sheridan.....	36,921.87	215,293.56	21,411.21	61,488.41	56,423.28	11,998.89
Silver Bow.....	33,988.20	853,356.26	46,927.24	214,498.39	19,092.25	11,014.57
Stillwater.....	26,555.45	173,640.79	13,948.27	46,318.28	40,085.34	9,222.88
Sweet Grass.....	11,385.08	121,860.73	8,260.59	20,991.68	15,360.11	6,527.93
Teton.....	34,649.95	233,474.92	20,172.47	70,786.10	80,209.44	2,935.93
Toole.....	12,743.52	268,538.04	18,035.88	67,786.58	29,820.45	16,908.17
Treasure.....	1,452.24	45,004.95	5,026.72	11,967.67	13,097.03	2,921.60
Valley.....	45,098.92	383,079.04	25,586.66	113,595.71	84,568.24	8,085.66
Wheatland.....	23,457.61	98,728.36	10,102.79	21,938.74	9,128.90	6,730.68
Wibaux.....	6,133.02	65,149.92	6,156.74	13,770.44	5,287.12	3,490.15
Yellowstone.....	69,921.27	1,284,057.12	85,259.26	227,610.90	89,512.05	63,923.30
TOTALS.....	\$1,379,417.58	\$15,408,118.93	\$1,121,386.79	\$3,947,672.69	\$2,218,090.92	\$ 624,700.58

EXPENDITURES BY COUNTIES, 1950-51—(Continued)

County	Capital Outlays	Liquidation of Debt	Other Auxiliary	Total Expenditures
Beaverhead	\$ 27,788.14	\$ 21,780.94	\$ 8,447.92	\$ 335,887.07
Big Horn	39,136.49	32,429.67	103,563.53	602,059.25
Blaine	50,763.87	2,798.11	33,515.68	541,580.93
Broadwater	26,721.13	12,814.49	12,930.81	196,000.78
Carbon	109,650.74	30,546.65	68,277.13	756,639.93
Carter	5,622.83		6,652.54	175,398.83
Cascade	1,477,402.72	156,736.60	106,339.73	3,513,249.19
Chouteau	24,120.69	63,720.45	39,900.22	590,921.01
Custer	21,263.18	2,319.42	9,757.99	461,304.73
Daniels	30,977.96	157,588.93	21,558.11	451,752.28
Dawson	25,673.61	9,848.00	22,073.87	475,953.14
Deer Lodge	3,865.70	61,100.00	42,190.44	544,818.92
Fallon	15,973.24	65,794.18	14,438.68	293,466.11
Fergus	212,966.61	42,958.11	46,332.19	969,302.60
Flathead	1,288,905.38	32,611.59	64,153.29	2,566,994.73
Gallatin	37,285.94	18,268.60	69,827.93	920,241.65
Garfield	6,428.06	3,805.28	2,127.95	144,565.00
Glacier	46,189.27	184,901.98	74,543.72	773,508.04
Golden Valley	8,353.22		12,601.00	103,624.79
Granite	6,183.55	1,940.75	10,410.82	163,556.78
Hill	41,805.16	3,590.98	29,368.88	652,090.79
Jefferson	8,987.13	4,951.18	18,965.17	262,889.23
Judith Basin	11,801.98	2,288.69	51,009.87	284,063.36
Lake	47,902.43	265,225.51	70,394.96	1,103,273.54
Lewis and Clark	26,160.13	81,354.58	30,946.01	1,017,850.02
Liberty	153,037.67	5,543.66	3,700.18	303,025.39
Lincoln	16,936.37	156,301.68	43,210.08	657,264.44
Madison	15,468.45	5,703.47	41,341.22	367,178.39
McCone	3,935.97	877.34	12,222.47	181,953.21
Meagher	3,038.14		8,392.38	111,124.50
Mineral	6,179.43	41,182.84	14,253.75	237,763.55
Missoula	730,083.53	124,423.33	83,687.87	1,995,582.53
Musselshell	11,500.63	4,022.94	20,715.78	280,095.06
Park	215,643.38	27,287.92	8,109.67	748,409.92
Petroleum	1,049.97	636.92	1,060.13	59,810.36
Phillips	16,107.82	37,540.76	33,811.48	437,571.76
Pondera	360,452.87	37,086.41	32,491.17	760,069.60
Powder River	8,913.84		6,991.50	166,813.45
Powell	9,864.54	226,482.19	16,010.15	548,547.07
Prairie	6,773.38		5,283.50	123,622.76
Ravalli	307,164.48	56,901.29	71,501.94	1,033,151.50
Richland	173,244.67	35,344.39	47,717.98	779,910.07
Roosevelt	283,702.20	23,508.54	63,182.55	936,312.06
Rosebud	43,733.14	9,660.93	29,827.53	397,579.07
Sanders	16,099.50	14,640.70	42,563.73	517,917.22
Sheridan	175,053.10	2,813.28	43,233.24	624,636.84
Silver Bow	8,012.73	65,237.83	55,515.32	1,307,642.79
Stillwater	26,102.82	8,514.33	42,689.15	387,077.31
Sweet Grass	19,498.12	1,049.16	21,407.20	226,340.60
Teton	115,727.76	17,717.06	52,950.69	628,624.32
Toole	50,425.65	194,422.79	25,361.74	684,042.82
Treasure	6,776.32	900.00	9,191.05	96,337.58
Valley	143,758.18	11,491.56	46,654.46	861,918.43
Wheatland	6,839.90	31,274.74	7,319.94	215,521.66
Wibaux	5,280.74		14,413.05	119,681.18
Yellowstone	265,298.15	155,015.89	82,299.43	2,322,897.37
TOTALS	\$ 6,807,632.61	\$ 2,554,956.64	\$ 1,957,438.77	\$36,019,415.51

EXPENDITURES BY COUNTIES, 1951-52

COUNTY	General Control	Salaries	Supplies For Instruc.	Oper. & Main.	Transp.
Beaverhead.....	\$ 16,650.35	\$ 199,098.60	\$ 17,774.59	\$ 69,234.47	\$ 27,286.31
Big Horn.....	18,782.91	297,105.35	22,383.77	79,986.74	69,380.57
Blaine.....	8,961.12	323,715.58	17,885.03	67,959.72	64,540.35
Broadwater.....	4,103.24	90,483.18	8,620.86	24,232.99	23,124.19
Carbon.....	43,720.91	355,705.87	25,773.10	97,368.06	72,817.12
Carter.....	7,053.79	119,237.68	9,106.35	21,793.92	23,595.18
Cascade.....	97,070.54	1,333,318.81	98,171.94	340,423.00	93,654.64
Chouteau.....	17,950.28	296,574.48	20,333.40	70,395.82	61,083.12
Custer.....	31,099.29	311,338.98	15,185.56	91,978.15	19,974.10
Daniels.....	31,108.85	130,718.23	9,608.93	48,925.95	31,626.10
Dawson.....	26,459.94	317,054.18	19,134.35	66,101.62	32,018.87
Deer Lodge.....	28,934.02	292,388.75	12,921.25	76,881.06	32,072.67
Fallon.....	10,650.35	151,265.28	6,942.41	28,125.66	11,964.29
Fergus.....	57,410.57	486,088.43	33,558.34	112,705.57	48,812.71
Flathead.....	69,826.19	877,306.13	62,049.42	230,676.09	82,271.95
Gallatin.....	59,993.12	566,433.49	41,708.02	120,900.14	64,330.39
Garfield.....	6,405.60	103,293.33	6,192.39	20,960.94	11,103.61
Glacier.....	27,071.47	328,819.40	25,992.18	87,296.81	59,987.02
Golden Valley.....	9,251.90	53,083.41	4,029.88	16,191.02	10,493.98
Granite.....	12,368.54	96,502.77	5,861.69	34,559.32	15,592.63
Hill.....	42,623.85	408,754.73	22,262.46	105,699.31	45,371.66
Jefferson.....	16,176.02	128,520.93	14,493.74	34,764.35	46,541.42
Judith Basin.....	4,023.87	162,618.45	11,621.05	49,450.77	31,759.60
Lake.....	21,351.10	471,347.47	37,090.50	93,758.87	143,882.76
Lewis and Clark.....	36,295.64	608,563.19	48,326.05	187,575.77	62,372.11
Liberty.....	2,962.24	101,445.59	5,225.30	29,334.29	8,902.65
Lincoln.....	38,157.19	285,868.96	24,819.25	76,803.54	79,746.48
Madison.....	6,257.12	197,495.44	15,150.78	54,544.32	45,878.74
McCone.....	5,919.32	116,560.30	6,085.15	27,209.62	22,725.32
Meagher.....	2,193.62	66,906.73	6,873.06	14,623.56	8,873.95
Mineral.....	16,400.50	108,741.90	10,365.06	37,682.94	15,564.87
Missoula.....	65,213.94	797,383.12	58,821.40	195,415.74	62,789.82
Musselshell.....	12,501.37	163,089.63	7,322.85	57,395.35	19,891.18
Park.....	41,843.89	344,020.63	19,281.94	69,183.66	31,212.23
Petroleum.....	1,188.05	43,829.54	2,390.57	10,219.47	3,610.58
Phillips.....	30,824.92	226,498.85	15,015.54	63,066.59	26,736.11
Pondera.....	22,386.65	230,734.99	14,993.41	58,200.54	30,220.55
Powder River.....	6,625.93	103,908.25	7,154.25	21,287.86	11,283.73
Powell.....	19,028.23	183,648.20	16,142.84	49,409.10	40,208.91
Prairie.....	4,571.34	73,981.55	4,409.90	15,344.93	15,002.18
Ravalli.....	39,427.58	383,920.57	26,402.56	99,645.97	85,912.29
Richland.....	26,682.38	372,904.00	21,400.36	102,536.15	48,331.38
Roosevelt.....	52,114.29	390,213.81	22,661.84	114,642.74	68,150.73
Rosebud.....	11,360.54	195,434.74	12,538.12	52,190.12	53,192.05
Sanders.....	36,386.85	246,088.03	25,184.73	82,291.18	77,131.53
Sheridan.....	42,379.01	240,479.77	17,263.95	73,761.40	47,320.89
Silver Bow.....	36,158.43	1,007,512.43	49,541.80	189,025.75	19,962.48
Stillwater.....	28,277.77	182,348.86	14,147.74	47,511.77	43,104.64
Sweet Grass.....	2,053.75	136,689.18	8,950.73	23,598.14	20,364.61
Teton.....	16,497.42	278,473.08	22,520.23	76,917.42	95,338.92
Toole.....	10,192.98	286,719.80	24,773.38	72,710.51	33,221.72
Treasure.....	1,868.45	49,460.58	5,328.90	14,569.24	16,668.83
Valley.....	39,083.99	436,956.14	32,589.34	122,650.79	79,192.45
Wheatland.....	10,154.38	125,968.67	9,592.07	24,526.80	10,207.75
Wibaux.....	7,896.56	65,145.81	9,976.70	17,833.86	10,707.08
Yellowstone.....	75,997.59	1,428,178.90	91,293.38	255,263.33	106,565.53
TOTALS.....	\$1,417,949.74	\$17,379,944.75	\$1,205,244.39	\$4,327,342.80	\$2,423,677.53

EXPENDITURES BY COUNTIES, 1951-52

COUNTY	Fixed Charges	Capital Outlay	Liquidation of Debt	Other	Total Expenditures
Beaverhead.....	\$ 3,166.45	\$ 13,801.25	\$ 10,340.41	\$ 5,907.85	\$ 363,260.28
Big Horn.....	4,884.80	33,076.55	20,185.72	85,032.43	630,818.84
Blaine.....	9,092.32	35,245.63	6,287.58	45,028.75	578,716.08
Broadwater.....	3,174.74	18,585.67	3,490.00	4,993.73	180,808.60
Carbon.....	19,960.39	59,088.90	92,750.87	73,942.74	841,127.96
Carter.....	1,892.09	4,889.53	.....	1,888.04	189,456.58
Cascade.....	90,038.07	1,024,205.69	222,020.94	105,306.31	3,404,209.94
Chouteau.....	17,767.34	18,342.57	29,834.17	30,475.64	562,756.82
Custer.....	28,977.90	20,130.92	2,319.42	10,531.02	531,535.34
Daniels.....	3,752.98	21,289.07	67,177.40	26,051.77	370,259.28
Dawson.....	18,448.91	36,156.66	10,306.16	7,872.88	533,553.57
Deer Lodge.....	17,937.74	5,448.45	58,088.29	16,605.27	541,277.50
Fallon.....	3,319.42	14,897.39	9,762.55	6,712.62	243,639.97
Fergus.....	15,939.76	63,175.28	59,914.72	41,446.89	919,052.27
Flathead.....	59,725.10	249,696.36	69,973.12	103,519.58	1,805,043.94
Gallatin.....	33,768.87	35,328.60	435,563.71	37,207.34	1,395,233.68
Garfield.....	5,852.34	2,760.45	3,869.01	630.41	161,068.08
Glacier.....	6,178.41	39,711.16	54,591.38	63,604.58	693,252.41
Golden Valley.....	3,853.46	4,808.28	.....	7,160.91	108,872.84
Granite.....	5,554.60	7,755.31	858.25	14,901.83	193,954.94
Hill.....	24,187.97	31,500.62	3,530.40	22,307.51	706,238.51
Jefferson.....	9,295.98	13,312.81	1,084.34	24,468.88	288,658.47
Judith Basin.....	9,574.83	13,694.13	846.62	28,376.91	311,966.23
Lake.....	32,061.61	364,783.35	58,233.86	73,175.72	1,295,685.24
Lewis and Clark.....	33,364.34	65,683.62	98,266.39	32,240.51	1,172,687.62
Liberty.....	5,933.12	33,126.35	14,848.65	4,877.09	206,655.28
Lincoln.....	16,707.51	57,521.39	67,286.85	32,967.53	679,878.70
Madison.....	16,709.82	23,168.62	6,031.05	27,188.58	392,424.47
McCone.....	3,018.05	6,346.55	877.34	23,115.25	211,856.90
Meagher.....	6,947.40	11,549.54	.....	8,676.03	126,643.89
Mineral.....	6,814.22	3,660.50	5,029.55	14,732.82	218,992.36
Missoula.....	19,919.29	176,883.55	114,684.71	130,275.01	1,621,386.58
Musselshell.....	10,350.35	16,850.72	5,698.06	21,096.32	314,195.83
Park.....	20,323.40	122,964.95	26,861.82	44,671.85	720,364.37
Petroleum.....	2,710.12	1,074.93	8,245.89	351.35	73,620.50
Phillips.....	15,855.08	28,380.24	30,415.34	30,323.93	467,116.60
Pondera.....	12,072.48	239,337.95	43,181.12	30,972.07	682,099.76
Powder River.....	5,907.14	16,104.99	.....	5,395.72	177,667.87
Powell.....	14,216.54	60,062.51	18,325.66	12,158.53	413,200.52
Prairie.....	4,091.86	67,263.09	5,844.53	1,225.37	191,734.75
Ravalli.....	11,252.77	60,991.33	49,678.61	82,801.96	840,033.64
Richland.....	20,191.38	40,634.39	34,599.32	25,970.75	693,250.11
Roosevelt.....	31,718.80	544,151.95	65,728.80	48,228.00	1,337,610.96
Rosebud.....	15,938.59	24,794.52	.....	36,050.98	401,499.66
Sanders.....	14,062.41	26,307.91	13,819.52	46,370.01	567,642.17
Sheridan.....	17,511.66	64,992.52	9,169.14	31,081.18	543,959.52
Silver Bow.....	49,524.16	22,721.43	69,041.96	16,581.20	1,460,069.64
Stillwater.....	10,479.28	22,080.03	14,462.50	32,020.31	394,432.90
Sweet Grass.....	8,123.41	33,658.65	38,365.90	8,197.89	280,002.26
Teton.....	13,789.67	23,483.33	278,669.78	51,620.85	857,310.70
Toole.....	17,689.53	25,239.34	298,287.31	20,028.22	788,862.79
Treasure.....	3,244.60	171,466.83	9,050.00	7,617.19	279,274.62
Valley.....	29,850.47	137,526.50	46,011.09	31,577.34	955,438.11
Wheatland.....	6,776.49	10,469.70	4,807.72	3,190.25	205,693.83
Wibaux.....	4,684.14	4,977.63	.....	3,633.81	124,855.59
Yellowstone.....	73,447.24	524,969.29	172,977.38	124,675.34	2,853,367.98
TOTALS.....	\$ 951,631.40	\$4,800,129.48	\$2,771,294.91	\$1,827,062.85	\$37,104,277.85

AVERAGE LEVIES ON LOCAL PROPERTY

County	Elementary General		High School County		District		High School District		Total Average Levies	
	1950	1951	1950	1951	1950	1951	1950	1951	1950	1951
Beaverhead	10.	10.	10.63	12.07	15.26	17.07	5.58	6.29	42.35	45.73
Big Horn	10.	10.	13.50	14.70	20.09	27.67	-----	-----	43.59	50.42
Blaine	10.	10.	12.78	12.34	16.40	18.99	1.55	.37	42.78	41.30
Broadwater	10.	10.	16.00	16.63	14.79	16.36	-----	-----	40.79	42.85
Carbon	10.	10.	10.40	12.20	20.37	25.02	-----	-----	40.77	46.84
Carter	10.	10.	14.50	14.20	17.30	13.91	-----	-----	41.80	38.13
Cascade	10.	10.	11.03	10.63	27.26	27.30	-----	4.53	48.29	52.52
Chouteau	10.	10.	10.94	11.46	14.01	18.05	4.24	6.76	39.38	45.72
Custer	10.	10.	14.56	11.03	9.05	11.36	-----	4.00	33.61	36.54
Daniels	13.6	10.	10.00	12.90	18.38	17.40	8.60	8.48	51.25	49.09
Dawson	10.	10.	10.00	11.00	15.43	15.80	5.43	5.09	42.48	42.03
Deer Lodge	8.7	9.	11.43	5.60	22.27	22.71	-----	-----	42.45	37.69
Fallon	11.	10.	10.00	11.00	10.14	13.20	3.38	4.81	36.03	38.78
Fergus	10.	10.	11.27	11.11	14.69	17.52	7.50	8.73	43.88	47.29
Flathead	10.	10.	13.30	12.20	30.28	27.10	1.06	11.08	64.22	62.18
Gallatin	10.	10.	11.72	11.26	13.48	12.95	4.51	4.01	39.94	38.64
Garfield	10.	10.	14.00	13.00	7.52	8.74	1.44	1.15	30.47	33.06
Glacier	10.	10.	8.32	8.90	14.72	17.07	-----	-----	33.04	35.66
Golden Valley	10.	10.	11.20	11.05	11.00	7.87	1.36	3.21	32.75	32.36
Granite	10.	10.	11.32	11.23	11.89	14.46	2.43	4.26	35.66	39.83
Hill	10.	10.	11.39	11.00	17.30	17.94	7.77	9.11	45.79	47.59
Jefferson	10.	10.	13.81	12.58	12.02	14.87	5.96	6.92	41.81	44.47
Judith Basin	9.04	9.02	10.02	12.57	11.81	14.11	4.66	5.64	35.13	40.48
Lake	10.	10.	10.00	13.50	31.57	40.70	5.30	-----	57.31	63.40
Lewis and Clark	10.	10.	11.63	11.63	24.47	24.58	-----	-----	46.10	47.47
Liberty	10.	10.	8.89	9.18	13.92	18.14	6.97	7.48	39.93	44.37
Lincoln	10.	10.	14.02	13.50	19.74	29.52	8.11	1.84	45.15	53.93
Madison	10.	10.	13.40	12.90	19.80	27.59	-----	-----	43.20	50.02
McCone	10.	10.	16.00	12.00	12.62	14.51	-----	-----	38.62	36.77
Meagher	10.	10.	9.50	11.00	8.11	9.48	-----	.83	27.61	30.28
Mineral	10.	10.	12.30	12.50	24.63	33.30	-----	-----	46.93	56.44
Missoula	10.	10.	15.51	11.45	26.44	35.04	-----	-----	51.95	56.10
Musselshell	10.	10.	10.00	10.00	27.71	24.76	-----	-----	47.71	45.31
Park	11.	10.	10.00	11.00	10.14	13.20	3.38	4.81	36.03	38.78
Petroleum	10.	10.	10.00	10.00	8.19	12.80	-----	10.44	28.19	40.79
Phillips	10.	10.	10.50	11.41	15.26	13.51	5.57	6.82	41.40	41.79
Pondera	10.	10.	11.40	11.07	12.17	14.72	7.20	8.01	40.92	43.46
Powder River	10.	10.	13.40	10.10	10.11	10.32	-----	-----	33.51	30.91
Powell	10.	10.	10.70	15.70	10.90	13.83	3.65	-----	35.43	39.52
Prairie	10.	10.	10.80	10.90	8.72	9.68	-----	-----	29.52	30.47
Ravalli	10.	10.	14.25	12.97	47.34	37.04	-----	10.04	71.59	71.71
Richland	10.	10.	13.38	12.37	21.84	22.15	1.72	11.19	63.95	55.80
Roosevelt	10.	10.	12.00	11.77	28.65	27.50	1.15	12.59	62.33	62.37
Rosebud	10.	10.	15.29	11.06	14.85	14.89	1.41	5.51	40.15	41.49
Sanders	10.	10.	13.90	13.11	20.28	18.48	8.56	9.07	52.24	50.80
Sheridan	10.	10.	12.00	10.85	18.40	15.76	-----	7.72	40.40	45.73
Silver Bow	10.	10.	10.00	10.37	15.40	23.75	5.37	.66	40.80	44.50
Stillwater	10.	10.	12.30	12.70	16.06	13.26	-----	5.23	38.36	41.30
Sweet Grass	10.	10.	16.00	15.00	13.32	12.30	-----	-----	39.32	37.45
Teton	10.	10.	13.18	12.84	22.25	23.90	2.28	.83	48.01	50.28
Toole	10.	10.	12.00	10.08	26.77	31.42	-----	-----	48.77	51.77
Treasure	10.	10.	15.27	20.80	7.14	13.08	-----	-----	32.41	42.79
Valley	9.37	10.	12.47	12.38	25.80	34.25	-----	-----	47.64	55.23
Wheatland	10.	10.	11.27	11.08	15.22	16.90	-----	-----	36.49	37.74
Wibaux	10.	10.	13.45	13.75	13.15	12.77	-----	-----	36.60	36.64
Yellowstone	10.	10.	11.00	11.00	16.24	18.27	-----	-----	37.24	38.92
The STATE	9.99	9.96	11.81	11.60	19.27	21.10	2.77	3.39	43.84	46.05

CENSUS DATA

	1939-40		1950-51		1951-52	
	6-21	Under 6	6-21	Under 6	6-21	Under 6
Beaverhead	1,443	522	1,412	767	1,440	782
Big Horn	3,667	1,007	3,592	1,498	3,529	1,354
Blaine	2,927	1,193	2,751	1,252	2,687	1,160
Broadwater	872	270	762	388	654	333
Carbon	3,630	1,104	2,451	1,155	2,398	1,139
Carter	927	355	756	396	722	371
Cascade	10,151	3,539	11,099	7,088	11,381	7,268
Chouteau	1,952	660	1,611	960	1,594	957
Custer	2,765	849	3,282	1,888	3,054	1,891
Daniels	1,462	507	1,065	499	1,062	514
Dawson	2,483	877	2,292	1,398	2,337	1,503
Deer Lodge	3,312	1,145	3,192	1,835	3,257	1,897
Fallon	1,275	421	996	535	962	555
Fergus	3,890	1,231	3,341	1,894	3,226	1,814
Flathead	6,898	2,286	7,867	4,093	8,067	4,426
Gallatin	4,804	1,665	4,663	2,944	4,806	3,008
Garfield	813	254	545	328	517	344
Glacier	2,826	1,254	3,233	1,529	3,252	1,507
Golden Valley	469	135	337	166	319	184
Granite	802	324	684	276	700	289
Hill	3,977	1,193	3,645	2,232	3,761	2,415
Jefferson	1,017	422	822	437	814	420
Judith Basin	1,005	338	832	454	810	424
Lake	4,447	1,642	4,288	1,701	4,060	1,617
Lewis and Clark	4,815	2,634	5,314	2,896	5,410	3,165
Liberty	612	213	580	273	570	286
Lincoln	2,172	859	2,391	1,146	2,500	1,322
Madison	1,284	442	1,308	537	1,336	554
McCone	1,702	685	839	525	847	552
Meagher	492	208	453	224	477	249
Mineral	460	186	533	303	550	279
Missoula	6,796	2,460	7,871	4,854	7,998	5,137
Musselshell	1,763	410	1,157	705	1,106	695
Park	2,936	963	2,688	1,383	2,696	1,437
Petroleum	321	77	238	151	218	140
Phillips	2,409	823	2,011	665	1,965	715
Pondera	2,102	679	1,924	924	1,952	920
Powder River	968	268	629	358	589	375
Powell	1,323	468	1,390	648	1,432	721
Prairie	761	240	591	343	611	346
Ravalli	3,807	1,312	3,489	1,522	3,299	1,411
Richland	3,164	1,121	2,824	1,523	2,843	1,492
Roosevelt	3,538	1,087	3,376	1,655	3,446	1,654
Rosebud	2,070	687	1,632	775	1,662	907
Sanders	1,945	675	1,856	759	1,990	825
Sheridan	2,529	733	1,760	899	1,710	937
Silver Bow	14,003	3,832	10,338	5,178	10,657	5,376
Stillwater	1,633	591	1,360	661	1,332	668
Sweet Grass	985	369	868	386	881	358
Teton	2,020	627	1,888	945	1,796	941
Toole	1,679	687	1,692	959	1,756	1,099
Treasure	487	191	414	227	396	209
Valley	4,571	1,601	3,432	1,547	3,399	1,647
Wheatland	920	296	780	373	798	391
Wibaux	685	230	579	224	546	174
Yellowstone	11,754	4,353	14,083	7,630	14,539	8,020
Totals	154,520	53,200	145,806	76,911	146,716	79,174

STATISTICAL DATA—1950-51

	Teachers		Original Enrollment		A. D. A.		A. N. B.		8th Grade Grad.
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.	
Beaverhead	55	16	936	287	846.4	278.5	868.6	290.4	95
Big Horn	75	18	1,685	376	1,469.9	321.5	1,559.9	339.3	153
Blaine	76	26	1,444	457	1,325.0	408.5	1,348.7	426.9	152
Broadwater	18	11.2	346	221	307.5	192.8	322.5	214.4	50
Carbon	74	45	1,395	562	1,259.0	508.5	1,300.0	534.8	136
Carter	42	8	431	138	411.6	114.4	415.9	115.7	43
Cascade	267	90	6,715	1,946	5,897.2	1,728.4	6,205.3	1,808.0	551
Chouteau	71	25	950	339	862.1	308.3	896.4	327.1	91
Custer	79	32	1,511	775	1,287.1	525.8	1,348.4	563.6	126
Daniels	32	19	643	230	580.3	208.3	601.9	221.1	64
Dawson	71	33	1,337	453	1,227.0	395.5	1,278.1	416.6	142
Deer Lodge	48	26	1,333	441	1,252.4	402.8	1,292.7	428.8	139
Fallon	40.5	14.5	567	190	524.6	168.5	542.7	175.1	64
Fergus	116.5	43	1,960	594	1,769.5	541.9	1,854.2	569.8	207
Flathead	228.5	35.5	4,869	1,622	4,241.0	1,420.2	4,460.1	1,506.4	433
Gallatin	109	55	2,658	908	2,397.4	845.7	2,490.5	874.9	242
Garfield	32	6	299	108	297.6	91.5	308.1	104.0	27
Glacier	70	25	1,742	443	1,436.9	377.3	1,498.6	407.5	141
Golden Valley	15	7	193	85	179.5	78.1	185.9	83.1	24
Granite	20	10	434	121	398.7	109.3	416.9	114.0	41
Hill	83	45	1,646	557	1,516.5	492.2	1,574.2	518.4	165
Jefferson	26	16.5	554	197	499.5	175.8	524.2	188.7	54
Judith Basin	31	17	447	161	419.5	149.1	436.7	158.1	51
Lake	91	50	2,278	842	2,051.0	748.2	2,156.2	798.4	223
Lewis and Clark	115	40	2,757	1,012	2,434.9	882.0	2,539.1	924.4	234
Liberty	22	9	348	102	314.7	89.4	326.6	93.2	41
Lincoln	61	28	1,584	449	1,386.0	383.8	1,469.0	409.5	177
Madison	32	24	717	299	646.9	273.6	674.9	285.5	89
McCone	36	8	468	127	405.9	112.2	452.0	117.0	34
Meagher	16	6	286	81	265.8	74.5	269.0	77.8	23
Mineral	25	13	405	121	357.9	105.4	369.9	111.4	39
Missoula	162	55.5	4,123	1,377	3,765.7	1,212.3	3,924.3	1,278.1	367
Musselshell	35.2	19.7	791	223	700.1	205.4	730.7	214.0	63
Park	79	34	1,690	617	1,479.5	539.5	1,538.1	563.5	158
Petroleum	11	4	145	31	133.3	28.8	139.6	29.9	20
Phillips	61	26	1,011	358	920.1	317.8	959.3	332.9	101
Pondera	54	23	1,084	334	998.8	300.5	1,004.4	302.1	104
Powder River	38	8	357	94	331.8	86.9	324.4	91.2	30
Powell	45	16	870	266	792.4	234.6	832.2	245.1	75
Prairie	17	8	360	100	340.9	91.8	353.4	96.4	34
Ravalli	79.5	46.5	2,241	755	2,016.9	652.1	2,098.1	695.0	227
Richland	87	32	1,686	621	1,529.6	559.5	1,589.0	592.0	188
Roosevelt	75	42	1,671	539	1,499.6	486.4	1,566.2	507.7	156
Rosebud	42	23	874	256	736.0	225.0	778.5	239.5	81
Sanders	53.3	26	1,196	391	1,046.8	348.1	1,090.5	367.3	115
Sheridan	54	30	1,043	398	934.8	359.1	979.4	382.5	102
Silver Bow	172.5	54	4,499	1,550	3,963.8	1,320.1	4,163.8	1,393.3	470
Stillwater	46	25	824	311	758.7	272.5	789.1	291.5	92
Sweet Grass	36	10	523	192	476.0	177.6	494.7	184.5	49
Teton	54	30	1,096	414	1,053.3	377.8	1,095.0	394.7	113
Toole	55	24	1,135	340	1,013.3	311.4	1,023.4	325.2	107
Treasure	13	5	247	78	219.4	70.4	299.4	73.6	22
Valley	87.7	37.8	1,736	680	1,583.0	601.3	1,656.5	643.2	199
Wheatland	27.5	11.5	502	151	452.7	139.5	473.3	148.0	35
Wibaux	25	8	326	92	288.7	85.6	304.6	89.5	31
Yellowstone	290	105.5	7,561	2,400	6,827.8	2,180.7	7,138.8	2,268.5	690
Totals	3,777.2	1,506.2	80,529	26,812	72,132.3	23,696.7	75,333.9	24,953.1	7,680

STATISTICAL DATA, 1951-52

	No. Teachers		Orig. Enrollment		A. D. A.		A. N. B.		8th Grade Grad- uates	H. S. Grad- uates
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.		
Beaverhead.....	55	16	925	323	822	291	972	313	94	67
Big Horn.....	65	34	1,665	425	1,480	371	1,575	395	149	69
Blaine.....	74	27	1,411	486	1,276	422	1,346	449	143	95
Broadwater.....	19	11	328	216	291	194	308	203	42	15
Carbon.....	70	51	1,397	550	1,284	496	1,324	520	144	119
Carter.....	41	8	429	133	387	119	409	125	46	36
Cascade.....	282	92	7,052	1,993	6,124	1,741	6,448	1,835	563	335
Chouteau.....	72	23	959	342	870	310	915	329	60	80
Custer.....	76	31	1,563	496	1,337	452	1,402	489	144	113
Daniels.....	33	18	656	247	596	219	628	235	68	69
Dawson.....	83	23	1,368	459	1,231	417	1,304	441	141	84
Deer Lodge.....	56	25	1,360	446	1,242	411	1,293	435	121	86
Fallon.....	43	13	567	198	513	182	538	190	67	33
Fergus.....	122	46	1,949	619	1,771	553	1,861	594	192	126
Flathead.....	201	74	5,000	1,659	4,395	1,492	4,607	1,577	468	299
Gallatin.....	121	53	2,840	926	2,355	860	2,459	887	275	183
Garfield.....	39	6	322	96	245	86	296	91	33	17
Glacier.....	67	21	1,644	450	1,315	383	1,420	416	159	81
Golden Valley.....	14	7	187	79	172	74	180	78	18	21
Granite.....	21	10	485	140	409	129	431	136	51	25
Hill.....	89	43	1,698	533	1,545	469	1,630	507	156	117
Jefferson.....	26	16	577	206	504	183	531	198	54	43
Judith Basin.....	31	17	450	170	392	155	411	165	58	32
Lake.....	92	48	2,186	834	1,992	720	2,090	778	269	153
Lewis and Clark.....	114	41	2,777	1,009	2,489	906	2,604	956	261	203
Liberty.....	25	8	354	108	314	98	329	104	36	12
Lincoln.....	65	27	1,613	508	1,404	432	1,501	462	142	75
Madison.....	31	25	701	292	640	272	672	287	70	50
McCone.....	36	7	524	120	421	113	445	116	46	27
Meagher.....	17	7	307	89	269	77	284	81	42	20
Mineral.....	25	12	414	119	382	109	396	115	35	20
Missoula.....	174	57	4,301	1,373	3,875	1,222	4,058	1,291	363	261
Musselshell.....	33	20	731	221	665	203	693	212	61	49
Park.....	81	35	1,820	596	1,547	525	1,646	560	151	114
Petroleum.....	13	2	164	39	145	36	152	37	14	6
Phillips.....	60	23	993	355	902	310	952	328	111	69
Pondera.....	54	23	1,157	353	1,053	316	1,112	338	110	66
Powder River.....	38	7	350	80	311	74	328	77	27	18
Powell.....	44	16	914	301	806	263	851	276	75	52
Prairie.....	19	8	401	122	345	102	363	108	36	22
Ravalli.....	80	47	2,063	749	1,805	641	1,888	681	224	143
Richland.....	87	32	1,636	647	1,482	583	1,570	619	130	131
Roosevelt.....	78	43	1,746	573	1,525	516	1,594	533	141	101
Rosebud.....	38	23	844	267	749	235	793	251	65	48
Sanders.....	54	28	1,288	437	1,123	375	1,150	399	132	12
Sheridan.....	57	30	1,058	392	978	357	1,006	381	120	81
Silver Bow.....	173	61	4,556	1,593	3,951	1,464	4,177	1,547	459	284
Stillwater.....	45	24	809	325	743	288	777	310	84	69
Sweet Grass.....	36	11	542	193	507	174	529	182	58	50
Teton.....	54	29	1,050	409	991	374	1,035	399	117	77
Toole.....	56	24	1,086	367	974	343	1,024	364	111	80
Treasure.....	13	5	216	74	209	68	218	72	27	10
Valley.....	99	42	1,690	693	1,511	598	1,594	645	205	135
Wheatland.....	28	13	506	142	454	128	477	136	54	30
Wibaux.....	21	5	307	99	100	91	108	98	26	19
Yellowstone.....	300	103	7,830	2,510	7,145	2,282	7,471	2,382	746	432
	3,840	1,551	81,766	27,181	72,363	24,304	76,175	25,733	7,794	5,064

ENROLLMENTS BY SELECTED YEARS

	1950	1940-1941		1950-1951		1951-1952	
	Official U.S. Census	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Beaverhead.....	6,671	864	341	936	287	925	323
Big Horn.....	9,824	1,895	470	1,685	376	1,665	425
Blaine.....	8,516	1,486	467	1,444	457	1,411	486
Broadwater.....	2,922	449	165	346	221	328	216
Carbon.....	10,241	1,876	787	1,395	562	1,397	550
Carter.....	2,798	531	159	431	138	429	133
Cascade.....	53,027	5,060	2,266	6,715	1,946	7,052	1,993
Chouteau.....	6,974	931	430	950	339	959	342
Custer.....	12,661	1,240	590	1,511	775	1,563	496
Daniels.....	3,946	769	355	643	230	656	247
Dawson.....	9,092	1,180	610	1,337	453	1,368	459
Deer Lodge.....	16,553	1,156	619	1,333	441	1,360	446
Fallon.....	3,660	685	270	567	190	567	198
Fergus.....	14,015	1,947	955	1,960	594	1,949	619
Flathead.....	31,495	3,604	1,586	4,869	1,622	5,000	1,659
Gallatin.....	21,902	2,352	1,127	2,658	908	2,840	926
Garfield.....	2,172	411	138	299	108	322	96
Glacier.....	9,645	1,439	359	1,742	443	1,644	450
Golden Valley.....	1,337	215	89	193	85	187	79
Granite.....	2,773	361	170	434	121	485	140
Hill.....	14,285	1,627	886	1,646	557	1,698	533
Jefferson.....	4,014	588	232	554	197	577	206
Judith Basin.....	3,200	454	224	447	161	450	170
Lake.....	13,835	2,062	872	2,278	842	2,186	834
Lewis and Clark.....	24,540	2,114	1,043	2,757	1,012	2,777	1,009
Liberty.....	2,180	300	143	348	102	354	108
Lincoln.....	8,693	1,314	452	1,584	449	1,613	508
Madison.....	5,998	862	382	717	299	701	292
McCone.....	3,258	618	172	468	127	524	120
Meagher.....	2,079	248	77	286	81	307	89
Mineral.....	2,081	286	106	405	121	414	119
Missoula.....	35,493	3,159	1,494	4,123	1,377	4,301	1,373
Musselshell.....	5,408	665	399	791	223	731	221
Park.....	11,999	1,466	752	1,690	617	1,820	596
Petroleum.....	1,026	172	70	145	31	164	39
Phillips.....	6,334	1,194	477	1,011	358	993	355
Pondera.....	6,392	980	435	1,084	334	1,157	353
Powder River.....	2,693	539	126	357	94	350	80
Powell.....	6,301	710	297	870	266	914	301
Prairie.....	2,377	370	159	360	100	401	122
Ravalli.....	13,101	2,142	806	2,241	755	2,063	749
Richland.....	10,366	1,837	677	1,686	621	1,636	647
Roosevelt.....	9,580	1,775	757	1,671	539	1,746	573
Rosebud.....	6,570	976	366	874	256	844	267
Sanders.....	6,983	1,008	551	1,196	391	1,288	437
Sheridan.....	6,674	1,267	611	1,043	398	1,058	392
Silver Bow.....	48,422	4,555	1,984	4,499	1,550	4,556	1,593
Stillwater.....	5,416	892	381	824	311	809	325
Sweet Grass.....	3,621	543	178	523	192	542	193
Teton.....	7,232	1,032	483	1,096	414	1,050	409
Toole.....	6,867	960	375	1,135	340	1,086	367
Treasure.....	1,402	292	94	247	78	216	74
Valley.....	11,353	2,296	897	1,736	680	1,690	693
Wheatland.....	3,187	477	232	502	151	506	142
Wibaux.....	1,907	356	146	326	92	307	99
Yellowstone.....	55,875	5,784	2,424	7,561	2,400	7,830	2,510
Yellowstone Park.....	58	.....	.....	.....	.....	.....	.....
TOTALS.....	591,024	74,371	31,713	80,529	26,812	81,766	27,181

DISTRICTS, SCHOOLS AND ENROLLMENTS, 1951-52

County	No. Dist.	Dist. Oper. Sch.	1-Room Schools		2-Room Schools		City and Town Elem.		High Schools	
			No.	Enroll.	No.	Enroll.	No.	Enroll.	No.	Enroll.
Beaverhead.....	27	24	19	169	2	66	3	690	2	323
Big Horn.....	7	7	12	109	1	40	7	1,516	2	425
Blaine.....	19	18	22	202	1	26	7	1,183	4	486
Broadwater.....	8	7	5	58	1	24	1	246	1	216
Carbon.....	32	23	12	124	5	121	8	1,152	7	550
Carter.....	24	20	33	254	.....	.....	1	175	1	133
Cascade.....	52	35	24	171	4	122	7	6,759	6	1,993
Chouteau.....	61	45	32	246	9	151	4	562	4	342
Custer.....	24	20	21	143	1	33	3	1,387	2	496
Daniels.....	16	12	9	80	1	21	4	555	3	247
Dawson.....	40	38	27	197	9	158	2	1,013	2	459
Deer Lodge.....	10	4	3	38	.....	.....	1	1,322	1	446
Fallon.....	26	26	28	212	.....	.....	2	355	2	198
Fergus.....	70	62	54	428	3	67	7	1,454	7	619
Flathead.....	49	42	31	519	9	357	11	4,124	4	1,659
Gallatin.....	58	29	16	151	7	270	6	2,419	5	926
Garfield.....	22	19	29	179	2	12	1	131	1	96
Glacier.....	10	9	8	184	2	73	3	1,387	2	450
Golden Valley	14	10	8	50	.....	.....	2	137	2	79
Granite.....	5	5	2	13	1	35	2	437	2	140
Hill.....	29	25	22	154	.....	.....	7	1,544	6	533
Jefferson.....	13	9	4	29	1	30	4	518	2	206
Judith Basin.....	21	15	7	37	3	79	5	334	4	170
Lake.....	12	10	5	91	4	159	8	1,936	5	834
Lewis and Clark.....	29	21	12	173	5	205	4	2,399	2	1,009
Liberty.....	15	15	12	93	1	25	2	236	2	108
Lincoln.....	15	13	6	50	2	84	5	1,479	3	508
Madison.....	16	14	6	37	3	71	5	593	5	292
McCone.....	27	25	20	178	3	62	2	284	1	120
Meagher.....	9	8	7	44	1	21	1	242	1	89
Mineral.....	8	8	4	53	1	12	3	349	3	119
Missoula.....	19	19	9	107	5	148	5	4,046	2	1,373
Musselshell.....	11	10	6	47	.....	.....	4	684	4	221
Park.....	38	29	22	223	2	43	4	1,554	4	596
Petroleum.....	11	8	7	66	.....	.....	1	98	1	39
Phillips.....	28	27	25	177	4	121	4	695	4	355
Pondera.....	22	20	12	109	4	91	4	957	3	353
Powder River.....	24	23	33	232	.....	.....	1	118	1	80
Powell.....	21	15	22	289	.....	.....	1	625	1	301
Prairie.....	5	5	3	27	.....	.....	2	374	1	122
Ravalli.....	10	10	1	4	1	26	8	2,033	6	749
Richland.....	46	40	30	284	3	66	7	1,286	4	647
Roosevelt.....	11	11	17	156	.....	.....	5	1,590	6	573
Rosebud.....	25	14	7	70	1	28	6	746	4	267
Sanders.....	13	11	5	51	4	218	7	1,019	5	437
Sheridan.....	32	24	17	197	5	145	6	716	6	392
Silver Bow.....	8	5	1	14	1	30	3	4,512	1	1,593
Stillwater.....	33	20	14	140	.....	.....	6	669	5	325
Sweet Grass.....	31	22	17	159	4	104	1	279	1	193
Teton.....	20	18	10	104	2	74	6	872	4	409
Toole.....	21	20	18	155	.....	.....	5	931	3	367
Treasure.....	7	5	4	24	1	45	1	147	1	74
Valley.....	15	13	23	209	2	43	7	1,438	5	693
Wheatland.....	11	8	5	33	1	32	3	441	2	142
Wibaux.....	17	13	13	118	.....	.....	1	189	1	99
Yellowstone.....	28	27	15	176	4	143	11	7,511	6	2,510
TOTALS.....	1,275	1,035	836	7,637	126	3,681	237	70,448	175	27,181

PROPERTY VALUATION BY COUNTIES

County	1950 Taxable Valuations	1951 Taxable Valuations	1952 Taxable Valuations	1952 Assessed Valuations
Beaverhead.....	\$ 6,471,883	\$ 7,156,234	\$ 8,035,965	\$ 26,478,475
Big Horn.....	6,855,312	8,313,241	9,329,231	31,707,244
Blaine.....	7,275,227	7,592,549	8,035,833	27,072,018
Broadwater.....	3,723,813	3,842,867	4,094,263	13,576,452
Carbon.....	11,667,708	11,238,390	12,892,225	33,807,586
Carter.....	2,992,180	3,263,255	3,704,314	12,468,006
Cascade.....	36,918,930	39,112,964	41,154,385	150,106,772
Chouteau.....	9,955,689	10,561,799	11,414,469	43,575,518
Custer.....	8,944,627	9,846,351	10,553,821	35,145,121
Daniels.....	3,755,370	4,046,172	4,331,823	16,839,160
Dawson.....	7,076,599	7,630,377	8,355,769	28,585,327
Deer Lodge.....	10,055,648	10,339,807	10,793,217	37,244,918
Fallon.....	3,841,199	4,471,635	4,715,258	15,699,987
Fergus.....	12,972,075	13,756,380	14,524,214	52,095,476
Flathead.....	14,412,071	15,363,277	16,156,631	56,784,022
Gallatin.....	16,026,168	17,628,919	18,788,001	60,345,410
Garfield.....	2,517,959	2,907,498	3,249,107	10,381,825
Glacier.....	12,754,630	12,250,623	11,683,615	27,581,187
Golden Valley.....	2,471,687	2,608,693	2,808,383	8,734,026
Granite.....	3,748,996	3,833,394	3,994,581	12,412,911
Hill.....	10,347,122	11,364,964	12,317,158	45,740,364
Jefferson.....	4,073,120	4,411,066	4,622,915	13,221,570
Judith Basin.....	6,332,206	6,722,986	7,169,357	24,370,942
Lake.....	7,753,873	8,250,616	8,562,180	29,502,159
Lewis and Clark.....	19,040,836	20,066,897	20,932,008	74,312,382
Liberty.....	3,574,942	3,853,225	4,158,409	14,807,440
Lincoln.....	5,935,371	6,371,971	6,761,321	21,293,259
Madison.....	5,004,163	5,642,706	6,051,717	19,814,563
McCone.....	3,575,509	3,825,352	4,224,249	15,590,947
Meagher.....	3,444,080	3,706,564	3,796,734	11,986,682
Mineral.....	2,702,857	2,770,480	2,881,418	8,295,911
Missoula.....	17,503,908	18,689,141	19,659,574	69,959,992
Musselshell.....	3,880,686	4,341,494	4,869,927	13,683,381
Park.....	8,815,545	9,821,816	10,272,334	34,727,328
Petroleum.....	1,608,009	1,773,915	1,914,065	5,787,532
Phillips.....	6,519,167	7,032,688	7,523,345	24,692,257
Pondera.....	7,473,187	8,148,759	9,531,225	34,289,871
Powder River.....	3,058,430	3,403,455	3,901,205	13,280,655
Powell.....	6,633,425	6,723,478	6,603,953	20,977,650
Prairie.....	3,274,473	3,604,306	3,899,505	12,655,790
Ravalli.....	5,812,798	6,086,485	6,427,475	22,407,674
Richland.....	5,738,312	6,080,410	6,343,328	21,895,558
Roosevelt.....	7,042,280	7,560,432	8,290,277	30,183,807
Rosebud.....	7,628,493	8,289,707	9,478,743	28,005,183
Sanders.....	6,326,946	6,465,128	6,850,370	21,793,371
Sheridan.....	5,653,321	6,425,627	6,864,848	28,260,366
Silver Bow.....	23,152,075	25,335,733	30,095,732	92,751,907
Stillwater.....	5,743,396	6,146,458	6,598,689	22,615,048
Sweet Grass.....	4,303,760	4,559,851	4,991,364	16,536,551
Teton.....	8,150,947	8,720,902	9,322,595	34,722,087
Toole.....	8,834,592	9,040,929	9,635,048	29,232,319
Treasure.....	1,717,017	1,897,277	2,071,950	6,833,086
Valley.....	8,625,641	9,352,902	10,223,644	38,748,046
Wheatland.....	4,181,875	4,380,483	4,653,606	15,132,624
Wibaux.....	2,199,132	2,343,668	2,556,312	9,006,075
Yellowstone.....	39,204,702	43,440,695	47,444,104	172,092,126
TOTALS.....	\$ 459,303,967	\$ 492,416,991	\$ 530,115,789	\$1,799,847,944

THE STATE BOARD OF EDUCATION

The State Board of Education is composed of eleven members of which number the governor, attorney general and state superintendent of public instruction are ex-officio. The governor, by and with the advice and consent of the senate, appoints the remaining eight members for overlapping eight-year terms. The appointees are equally divided between the first and second congressional districts of the State and are so selected that not more than four of such members are affiliated with the same political party or organization. The term of office of the appointed members is eight years.

EX-OFFICIO MEMBERS

Governor John W. Bonner	President
Attorney General Arnold H. Olsen	Advisor
Superintendent Mary M. Condon	Secretary

APPOINTED MEMBERS

Roger Baldwin, Kalispell	Term Expires Feb. 1, 1953
Dr. Emmet J. Riley, Butte	" " " 1, 1954
G. A. Bosley, Great Falls	" " " 1, 1955
George N. Lund, Reserve	" " " 1, 1956
Mrs. F. H. Petro, Miles City	" " " 1, 1957
Horace Dwyer, Anaconda	" " " 1, 1958
Clarence Popham, Corvallis	" " " 1, 1959
W. E. Cowan, Box Elder	" " " 1, 1960

According to law the board is to hold meetings on the second Monday in April, July, September and December in each year, and may hold special meetings at any time and place it may direct. These quarterly meetings were held each year with few special meetings until after the legislative session of 1951. This session enacted into law chapter 82, which gave the state board of education the power to "determine the need for all expenditures and control the purposes for which all funds of said institutions shall be spent." This necessitated monthly meetings and such have been held since March, 1951.

The members of the board, other than ex-officio members, receive \$10.00 per day for each day in attendance and necessary and actual expenditures incurred.

The state board of education has the general control and supervision of Montana State University, Montana State College, Montana School of Mines, Eastern Montana College of Education, Western Montana College of Education, and Northern Montana College, all being units of the Greater University of Montana. The board also has general control and supervision of the State Vocational School for Girls, State Orphans Home, Montana State Industrial School, Montana State Training School and the Montana State School for the Deaf and Blind.

In addition to the above powers and duties the board prescribes standards of promotion to the high school department of all public schools of the state, accredits all high schools and elementary schools, grants diplomas to the graduates of all state educational institutions, where diplomas are authorized or now granted, upon the recommendation of the faculties thereof. The Board also chooses and appoints presidents and faculties for each of the various state institutions named above and fixes their compensation, and has the power to appoint an executive head of the University of Montana, generally known as the Chancellor. However, since no appropriation was made for this office in 1951, the presidents' council has absorbed the duties of the chancellor. The executive secretary of the Greater University, whose office is located in the Capitol building, in cooperation with the secretary of the state board of education has carried on the business of the Greater University System office. A budget committee, composed of four



Christmas—Nyack School

members of the state board, work with the presidents in compiling the budget to be presented to the legislative assembly, and the same committee will deal with legislative committees in arriving at the final budget. Under a board mandate the presidents are not to approach the legislative assembly unless requested by the budget committee to do so.

Each unit of the Greater University and each of the custodial institutions, under the jurisdiction of the state board of education, has a local executive board composed of three members. Two members are appointed by the governor with the advice and consent of the state board of education, while the president or superintendent of each institution serves as the third member. The law restricts the local executive boards' action to such powers and duties as are conferred on them by the state board. The state board is currently engaged in formulating a list of powers and duties of these local boards, in order to give direction and guidance to these bodies.

The state board of education is also the state board of vocational educational and for vocational rehabilitation. The latter division makes a special report to the state board of education.

During the past two years all buildings authorized by the \$5,000,000 bond issue of 1949 are completed or are under construction. Dormitories have been authorized at the University at Missoula and at the State College at Bozeman. These are being constructed under the Federal Housing Act, with the one now under construction at Missoula to provide 244 beds.

A new cottage is under construction at the Boys Vocational School in Miles City, and a hospital at the Training School in Boulder. Major repairs and improvements have been carried on at all of the other custodial institutions.

There is now a professionally qualified person at the head of each of Montana's custodial institutions.



Class
Custer County Junior
College
Adult Typing

THE UNIVERSITY OF MONTANA

Chancellor, (vacant)

Executive Secretary, Dorothy Green.

The University of Montana comprises the six following institutions:

	Enrollment, 1951-1952
Montana State University, Missoula	2,590
President, Carl McFarland	
Montana State College, Bozeman	2,276
Acting President, P. C. Gaines	
Montana School of Mines, Butte	236
President, J. Robert Van Pelt	
Western Montana College of Education, Dillon	246
President, Rush Jordan	
Eastern Montana College of Education, Billings	537
President, A. G. Peterson	
Northern Montana College, Havre	206
President, L. O. Brockmann	

CUSTODIAL INSTITUTIONS UNDER THE STATE BOARD OF EDUCATION

	Enrollment, 1951-1952
Montana State Training School, Boulder.....	572
President, Arthur E. Westwell	
Montana School for the Deaf and Blind, Great Falls	92
President, Glen I. Harris	
State Industrial School, Miles City	86
President, Casper Wolhowe	
State Vocational School for Girls, Helena.....	67
Superintendent, Ruby Miller	
State Orphans Home, Twin Bridges	99
President, Earl O. Watts	

Other nonpublic institutions of higher learning in Montana are Carroll College in Helena, Great Falls College of Education, and Rocky Mountain College in Billings. All are accredited for four years undergraduate work by the Northwest Accrediting Association, and by the state board of education. (The two junior colleges in Miles City and Glendive are mentioned in another part of this report.)

COUNTY SUPERINTENDENTS

County	Superintendent	Address
Beaverhead.....	Mrs. Theo E. Bay	Dillon
Big Horn.....	Mrs. Lura P. Strand	Hardin
Blaine.....	Mrs. Thelma B. Turner	Chinook
Broadwater.....	Mrs. LaVella Morris	Townsend
Carbon.....	Mrs. Violette Romek	Red Lodge
Carter.....	Mrs. Mildred E. Lavell	Ekalaka
Cascade.....	Miss Margaret Holland	Great Falls
Chouteau.....	Mrs. Margaretha K. Thomas	Fort Benton
Custer.....	Mrs. Ferne E. Kimball	Miles City
Daniels.....	Mrs. Alma Shipstead	Scobey
Dawson.....	Mrs. Opha Suckow	Glendive
Deer Lodge.....	Mrs. Mary Leonard Haid	Anaconda
Fallon.....	Mrs. Lucille Riley	Baker
Fergus.....	Mrs. Elizabeth F. Barsness	Lewistown
Flathead.....	Miss Lulu Barnard	Kalispell
Gallatin.....	Mrs. Martha Haynes	Bozeman
Garfield.....	Mrs. Mabel Pollard	Jordan
Glacier.....	Mrs. Laura Jane Taft	Cut Bank
Golden Valley.....	Mrs. May Y. Spearin	Ryegate
Granite.....	Mrs. Waive K. Poese	Philipsburg
Hill.....	Mrs. Opal Sherle	Havre
Jefferson.....	Mrs. Agnes Mikkelson	Boulder
Judith Basin.....	Mrs. Mabel Jackson	Stanford
Lake.....	Mrs. Ina Mae Kain	Polson
Lewis and Clark.....	Mrs. Dorothy Hagler Simmons	Helena
Liberty.....	Ms. Alice H. Ternstrom	Chester
Lincoln.....	Mrs. Glessie Kemp	Libby
Madison.....	Mrs. Myrta MacLeod	Virginia City
McCone.....	Mrs. Edith Kalberg	Circle
Meagher.....	Mrs. Gesine Musgrove	White Sulphur Springs
Mineral.....	Mrs. Anna J. Murphy	Superior
Missoula.....	Mrs. Winnafern H. Moore	Missoula
Musselshell.....	Mrs. Frances B. Stalcup	Roundup
Park.....	Miss Hilfred B. Paterson	Livingston
Petroleum.....	Harry G. Todd	Winnett
Phillips.....	Miss Margaret Cruikshank	Malta
Pondera.....	Miss Elsie Campbell	Conrad
Powder River.....	Mrs. Grace C. Carter	Broadus
Powell.....	Mrs. Aili Valiton	Deer Lodge
Prairie.....	Mrs. Selma Gaub	Terry
Ravalli.....	Mrs. Agnes E. Cooper	Hamilton
Richland.....	Miss Mildred Thorsen	Sidney
Roosevelt.....	Mrs. Alice Fossen	Wolf Point
Rosebud.....	Mrs. Delia Carolan	Forsyth
Sanders.....	Orin P. Kendall	Thompson Falls
Sheridan.....	Lloyd A. Markell	Plentywood
Silver Bow.....	Miss Maybelle Hogan	Butte
Stillwater.....	Miss Florence Rosean	Columbus
Sweet Grass.....	Mrs. Margaret Deegan	Big Timber
Teton.....	Mrs. Muriel S. Reiquam	Choteau
Toole.....	Mrs. Mable Potts	Shelby
Treasure.....	Mrs. Helen M. Henricks	Hysham
Valley.....	Mrs. Ruth Putz	Glasgow
Wheatland.....	Mrs. Ethel K. Sivertson	Harlowton
Wibaux.....	Ray S. Eisenbart	Wibaux
Yellowstone.....	T. E. Pemberton	Billings

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

July 1, 1952

MARY M. CONDON	State Superintendent
GENEVIEVE SQUIRES	Deputy Superintendent
C. R. ANDERSON	Administrative Assistant
WILLIAM I. KING	High School Supervisor
MRS. LILIAN L. PETERSON	Rural School Supervisor
DR. O. M. HARTSELL*	Music Supervisor
HARRY A. NORTON	Supervisor of Visual Education
LESLIE L. BROWN	Director of School Lunch Program
K. W. BERGAN	Supervisor of Indian Education Supervisor of Transportation
MRS. SYLVIA HAIGHT	Director of State Correspondence School, Missoula, Montana
MRS. ESTHER LERICHE SCHMIDT	Director of Certification
MARY D. MACKENZIE	Director of Textbook Library
A. W. JOHNSON	State Director of Vocational Education Supervisor of Vocational Agricultural Education
W. LYLE ROESELER	Supervisor of Trade and Industrial Education
JULIA MENEFEE	Supervisor of Home Economics
VALERIE SMOLA	Assistant Supervisor of Home Economics
TRUMAN CHENEY**	Supervisor of Occupational Information and Guidance
LAURA NICHOLSON	Supervisor of Distributive Education
BASIL C. ASHCRAFT	Supervisor of Institutional On-Farm Training Program
W. P. WOOLARD	Asst. Supervisor of Institutional On-Farm Training Program
JAMES MICHELS	Asst. Supervisor of Institutional On-Farm Training Program
RUSSELL STEEN	Asst. Supervisor of Institutional On-Farm Training Program
WILLIAM J. ERNST	Acting Director of Donable Property Program
FRANK HOLLENBACK	Itinerant Instructor of Fireman Training
W. L. EMMERT***	Director of School Facilities Survey

VOCATIONAL REHABILITATION

LEIF FREDERICKS	Director
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* Dr. Hartzell took over from Ronald Cook on July 1, 1952.

** Dr. Cheney resigned to take over a position in Oregon on September 1, 1952.

*** Mr. Emmert left for a position in Alaska in August, 1952.

